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ABSTRACT

The Idaho Kindergarten Curriculum Guide was designed to assist teachers and administrators at the district and local level in kindergarten program planning. The guide focuses on: (1) the process of administering the kindergarten program; (2) human elements in the kindergarten program; (3) kindergarten as a cooperative venture; (4) facilities and basic equipment; (5) interest and technology centers; and (6) development of the kindergarten curriculum in health and physical education, language arts, mathematics, science, and social science. Appendices include descriptions of appropriate practices for Idaho kindergartens; suggested units; guidelines for equipment, materials, and room plans; sample forms; and a guide to high quality literature for 5- and 6-year-olds. (RH)

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IDAHO KINDERGARTEN GUIDE

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IDAHO KINDERGARTEN CURRICULUM GUIDE

Compiled by
A.D. Luke

Revised by
Evelyn Cairns

Darrell Loosle
Associate State Superintendent
Division of State-Federal
Instructional Services

Jerry L. Evans
State Superintendent
of Public Instruction

IDAHO KINDERGARTEN CURRICULUM GUIDE

Approved by
The Idaho State Board of Education
July 3, 1975

Revised
January, 1990

THE IDAHO STATE BOARD OF EDUCATION

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FOREWORD

Increasing recognition of the critical importance of the early years of each child's life has directed nationwide attention to the need for an early childhood education program as an integral part of the total school program. Educators everywhere have long been convinced that kindergarten makes a significant contribution to child development. It was this keen interest in the importance of early childhood education that prompted the passage of legislation during the First Regular Session of the Forty-Third Idaho Legislature which established state-supported public kindergartens in the State of Idaho.

The Idaho Kindergarten Curriculum Guide has been prepared in the hope that it will help to coordinate the work being done in kindergarten program planning by teachers and administrators at the district and local level. Curriculum development in a good school system is continuous and involves everyone interested in the educational process. Curriculum guidelines give constancy and structure to the educational process and they do not inhibit or restrict the freedom to teach creatively.

The most effective educational curriculum is developed on or near the scene where teachers and children work together. It is not our intent to furnish patterned curriculum procedures or other inflexible programs to be followed on a uniform front. The purpose of the Idaho Kindergarten Curriculum Guide is to make available usable information and ideas which may assist in the complicated task of curriculum development.

ACKNOWLEDGMENTS

A special thanks is extended to Tish Andreason, Head of Children's Services, Boise Public Library and Robin Zuckerman, Kindergarten Consultant, Boise Independent School District, for their assistance in the preparation of this guide.

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INTRODUCTION

The curriculum in a kindergarten is what happens to a child --not what is written in a text or a curriculum guide or what is in the minds of well-meaning adults. It consists of the total range of experiences a child has at school. The teacher has responsibility for organizing and guiding these experiences so that education contributes to the achievement of acceptable goals. A well-prepared professional teacher uses this guide to plan an instructional program that takes advantage of the learning opportunities present in the school and community and adapts it to the needs, interests and potentialities of children.

A good kindergarten program helps each child become the individual only he or she can be and does not try to force the child into a blueprint of the five-year-old. A good kindergarten program builds upon what a child already knows about language, things and places; about attitudes, customs and feelings; and about the individual child, the family and other people. A good kindergarten program takes advantage of normal growth characteristics of five-year-olds and relates them to learning experiences adapted to each child, what that child is now and needs to become. It reflects children's needs to use their boundless energy in their quest to find out about their world and the people in it; to play out and to talk about what they are trying to learn; to experience approval for successes and reassurance when times get rough and to be understood when their capacities for independence vary.

Five-year-olds require an educational program that stresses satisfying experiences and offers opportunities to learn by correcting mistakes under guidance from the teacher. A good kindergarten program allows for differences among children in maturation and readiness to learn and regards these as conditions which can be influenced. Kindergarten teachers plan experiences to build foundations for concepts in social studies, mathematics, science, health, language arts and other fields. They provide many types of learning media and time for children to observe, explore and experiment. Five-year-olds need many opportunities to talk, to listen, to sing, to dance, to dramatize, to laugh, to investigate and to wonder; they must become sensitive to the many stimuli in their environment and learn to react with enthusiasm and understanding.

A good kindergarten program has built into it a consideration for the needs and interests of parents. The kindergarten teacher must take the initiative in developing a sense of partnership with parents who inevitably share in the educational process. Many parents need help in learning to understand the values and purposes of kindergarten so they can support its program by influencing what the child does and learns at home. The qualities of the teacher-parent relationship developed during the kindergarten year establish foundations for constructive home-school relationships for the future. A good kindergarten teacher contributes significantly to the educational program when he/she helps groups of parents understand, for instance, that play is the vehicle through which young children learn or when the teacher helps parents to understand why children reach their expectations but still need and deserve acceptance. In addition to being led to an awareness that they are valuable resources for enriching a kindergarten program, parents should expect to profit personally from having a five-year-old in school.

Kindergarten children can and should learn much that is intellectually significant. Key concepts in cognitive areas should form the basis for content selection directed toward development of increased competence and understanding. What they do make essential is a program planned to contribute to development of a child as a total individual, always considering the inevitable fact that children come to school with a wide variation in potential for learning and that any good educational program accepts this condition as normal and adapts to it. There is nothing to be gained by attempting to implant the first grade program into the kindergarten, making the kindergarten a junior first grade or using it as a haphazard babysitter. Neither is it wise to establish unscaleable barriers between what is taught in first grade and what is permissible in kindergarten. The program of education represents a continuum which is not definable by grade levels. Rather, each student progresses in knowledge and skills according to his/her own individuality.

The kindergarten curriculum should consist of a guided set of experiences appropriately adapted to the maturity, potentialities, interests, needs and experiential backgrounds of a group of five-year-old children. It is educative and developmental and it reflects the social and cultural aspirations and values of society. Kindergarten accepts children as products of their culture and as individuals whose personalities and potentialities for learning represent the gamut of the population. The kindergarten curriculum is the vehicle for introducing a heterogeneous group of children to the educational system established by society for its benefit. The kindergarten teacher assumes responsibility for providing learning opportunities that will promote the optimal development of each child so the first year of school will be a satisfying and productive first step toward a lifetime of education.

PART I

ADMINISTERING
THE
KINDERGARTEN PROGRAM

BASIC REQUIREMENTS FOR A GOOD KINDERGARTEN PROGRAM

The following are basic requirements for a good kindergarten program:

1. The skillful guidance of trained professional personnel

   - The kindergarten teacher is an extremely important influence in the lives of the children. To a great extent, the teacher determines the child's attitude, not only to the initial adjustment to school, but also to the whole approach to education.

2. A safe, stimulating environment planned and equipped so that children can have a wide variety of meaningful first-hand experiences through manipulating, tasting, smelling, seeing and hearing

   - Language communication is developed through practice, observation and example.
   - Ideas and feelings are communicated nonverbally through the use of art media.
   - Ample opportunity is provided for experiencing music as a listener, performer and creator.
   - Experiences are provided which build concepts of number, size, shape and dimension.
   - Experiences are provided which enable children to better understand the physical world.
   - The program provides equipment and opportunity for developing and growing physically.
   - Satisfying experiences in social competence are provided; a setting is provided in which appropriate interpersonal relationships, leadership and fellowship, responsibility and freedom, can be practiced and in which a valid self image can be developed and preserved.
   - The program provides time and equipment for meaningful play.
   - The program provides experiences in observing and exploring the community.

3. Cooperative home and school relationships

   - Parent and teacher working together can accomplish far more than either one working alone.

- The teacher establishes a home visitation schedule and visits each child's home at least once during the kindergarten year.

- Parents are encouraged to come to the classroom at any time of the school year to observe or to assist the teacher.

OPERATING THE PROGRAM

Legal Basis and Financial Support

The legal basis for the establishment and operation of the kindergarten program is cited in the Idaho Code, Sections 33-208, 33-201, 33-202, 33-1001, 33-1002.

Teacher Preparation and Certification

Idaho statutes unequivocally require all teachers to be certified for their positions by the State Board of Education. Without such certificate, a person has neither the right to teach nor the right to receive compensation for services rendered. Idaho issues certificates valid for service as a kindergarten teacher. Requirements are set forth in the Idaho Certification Standards for Professional School Personnel.

Whenever possible, school districts will hire kindergarten teachers who are trained in early childhood education. These people have experience and coursework that pertain to developmental needs of children from three to eight years old.

Class Enrollment

It is recommended that enrollment in each class be limited to approximately twenty children. An early childhood ratio of 8 - 12 children per adult (one teacher and one aide) is most desirable. This provides the proper balance and interaction among the five-year-olds and adults that is necessary for proper development.

Admission Age

Idaho Code, Section 33-201.--SCHOOL AGE. The services of the public schools of this state are extended to any acceptable person of school age. "School age" is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. For the purposes of this section, the age of five (5) years shall be attained when the fifth anniversary of birth occurs before the beginning of the sixteenth day of September for the school year beginning in 1990; and before the beginning of the sixteenth day of August for any school year thereafter. For a resident child who does not attend a kindergarten, "school age" shall be the age of six (6) if this age has been reached before the sixteenth day of October for the school year beginning in 1990; before the sixteenth day of September for the school year beginning in 1991; and before the sixteenth day of August for each school year thereafter.

Length of School Day

A day of attendance for a kindergarten child is one in which a child is present for a period of two and one-half hours under the direction of a teacher while school is in session. Should a district find it necessary to vary the length of day by scheduling all-day, every other day kindergarten classes, it must make the request in writing to the state superintendent of instruction. If the district wishes to schedule less than the required 175 days of instruction or less than two and one-half hours per day, this request must be made to the State Board of Education.

Transportation of Children

Special consideration needs to be given to the half-day schedule of the kindergarten when planning for transporting children to school, since an extra bus may be required. The driver must be an individual who understands and can work with young children. Provisions for safety may also require the presence of another adult in a bus filled with five-year-olds.

HEALTH AND SAFETY OF CHILDREN

Before the kindergarten year begins, the following should be done:

Physical Examination

Parents take the child to a doctor for a complete physical examination, including dental, sight and hearing checks. Sometimes free clinics are available. Idaho Child Find holds screenings for pre-schoolers ages 3 - 5 for the purpose of identifying children who have potential problems that may interfere with learning.

Children entering Idaho schools must bring an immunization record and must have completed the immunizations required by the state health department.

Birth Certificate

Secure a birth certificate for the child. The school office must be shown a certified copy for confirmation of age eligibility and for legal identification as required by the Missing Child Act. It is not necessary, nor is it desirable for the school to retain a copy of the birth certificate. Rather, the school may record the number of the birth certificate on the enrollment form and the date that it was presented to the school office.

If a birth certificate is not presented when the child enrolls, the school must notify the parent in writing that within 30 days he or she must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birthdate. Such proof should be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. (See Idaho Code 18-4511)

Enrollment Blank

Provide parents with an enrollment blank for the child on which they will record for kindergarten use:

- Results of physical examination or follow-up of pre-school screening
- Any known disabilities or emotional problems
- Allergies
- Child's position in the family, names and ages of siblings
- Parent's home and business phones
- Family doctor's phone or someone, other than parent, to call in case of illness or accident

(See APPENDIX D - i for sample registration form)

Throughout the year, the following should be done:

- Request the parent to keep the child home when ill and ask for a doctor's permit for return to school following a communicable disease
- Secure signed permission slips from parents for field trips
- Keep a first aid kit available
- Stress that children should never accept a ride with strangers
- Have frequent fire drills (at least monthly)
- Never relax supervision of the children
- Set good examples in health and safety habits

TESTING AND RECORD KEEPING

The pre-school screening process (Page 7) will be valuable for finding children with handicapping conditions and those for whom early corrective measures may be helpful. These children will receive further diagnostic and placement testing by the psychologist and early childhood specialist assigned to the school. Another use of the pre-school screening may be to identify some strengths and weaknesses of individual children and use this information to plan the kindergarten program. The pre-school screening program should never be used as a single criterion to place children in special programs, homogeneous class groupings, or defer school entry.

Kindergarten teachers should record ongoing observations of five-year-olds in all areas of their development. They should collect samples of children's work such as drawings, paintings, dictated stories, writing samples, and projects. This data, along with observations and anecdotes from parents provide the basis for evaluating kindergartners' progress and for assessing the need for program changes. Test scores are used as supplementary information and only if they are from tests that are appropriate, reliable, and valid.

Administrators and teachers who make decisions on testing programs must recognize that the younger the child, the more difficult it is to obtain reliable and valid results from standardized tests. Enormous individual variation occurs in the growth and development of normal children. Therefore test information must be validated by observations taken over a period of time.

Grade placement decisions and placement in special programs must be based on many sources of information: teacher, parent and specialist observations; and multiple test scores from reliable instruments. Formal tests used to make these decisions must be given by qualified test administrators.

SPECIAL SERVICES

All schools should participate in the Child Find program to identify young children with handicapping conditions that may require intervention before the child enters kindergarten. A screening program may be conducted through the special education services of the school or the school may cooperate with the Regional Health Service.

Children in the screening process who appear to have some developmental delays are further assessed to find out if they are eligible for the pre-school intervention program. This assessment is made by school psychologists and early childhood specialists using specialized tests.

There will be some children with mild or moderate handicaps in most kindergarten classrooms. Some kindergarten programs in rural areas may be part-time host to pre-school children who are handicapped. The kindergarten teacher participates in a Child Study Team which decides the best individual program for each handicapped child or child with special needs. The kindergarten teacher, the early childhood resource teacher, other specialists and the child's parents collaborate to meet the objectives decided upon by the Child Study Team.

PART II

THE HUMAN ELEMENTS IN THE KINDERGARTEN PROGRAM

ABOUT THE CHILD

All kinds of children come to kindergarten. When they come, nothing is more obvious than their individual differences. They are all young children, but they are not the same in chronological age, in maturity, in physical characteristics or in attitudes and aptitudes.

- Johnny is not yet five; Mary will be six in February.
- Jimmy can do handstands; Billy is just happy to have two feet on the ground.
- Sally wears size seven dress; Jenny is a petite three.
- Ruthie is full of fears; David has no inhibitions.
- Jimmy talks all the time; his twin brother says nothing.

They are a room full of opposites:

Facile, skilled - awkward, stumbling
Quick, energetic - slow, deliberate
Rough, rowdy - timid, subdued
Artistic, original - unimaginative, non-creative
Intelligent - slow learning
Chattery, verbal - inhibited, non-communicating
Constant problem - never a problem
Too young - too old

Different as kindergarten children seem, they do have some common characteristics:

- They want to be thought of as quite "grown up," yet at times they revert to excessive infantile behavior.
- They like "big" words, yet they frequently use "baby talk".
- They are direct and to the point, yet they are not always sure of the difference between fantasy and reality.
- They laugh and love humor, yet they cry with equal ease.
- They are limited in experiences, yet they understand more than most people give them credit for.
- They are searching constantly - touching, handling, watching, listening, assessing - feeding their ever-growing powers of conceptualization.

In short-term descriptions, kindergartners are:

Active
Sympathetic
Tractable
Eager
Sensitive
Loving-Lovable
Noisy
Curious
Excitable
Investigative
Challenging
Questioning

To the teacher, these differences emphasize the importance of understanding child development and knowing, in particular, the characteristics of four, five and six-year-olds. This knowledge of developmental levels helps the teacher to make a truly careful diagnosis of any kindergarten child and gives a basis for meeting the child's individual needs.

In analyzing the level of development of each child, the following descriptions may be helpful. It is well to remember that in early childhood years, girls usually mature more rapidly than boys.

Physically, the kindergarten child:

- Is growing more slowly than in earlier years
- Has tremendous drive for physical activity -- running, jumping, tumbling, pushing, pulling, lifting, carrying, balancing and digging
- Is quiet for only short periods of time
- Needs frequent change in activity
- Enjoys games with plenty of movement
- Is full of activity, but fatigues easily
- Has good motor control, but smaller muscles are generally less developed than larger ones; often dawdles because of muscular immaturity; may do well in one motor skill and not in another
- Has usually developed hand preference by end of kindergarten
- Is susceptible to communicable diseases and the common cold, but tends to build up immunity during the first year in school.

Intellectually, the kindergarten child:

- Is active, eager, interested and curious
- Learns by doing, experiencing, observing, questioning, imitating, examining, exploring and investigating
- Derives more satisfaction from the process than the product
- Is eager to learn; profits from concrete experiences
- Shows interest in the here and now; has an increasing interest in the faraway
- Has a growing attention and interest span
- Is interested in stories and books; has some difficulty distinguishing between fantasy and reality
- Likes to have someone read to him/her
- Clarifies understanding of relationships through dramatic play, art, movement and construction
- Demonstrates that language is the most efficient tool; exemplifies that "energy is talking"
- Can tell fairly long stories in sequence
- Begins to draw more realistically; advances from the scribble stage
- Is growing in ability to think, to conceptualize
- Begins to solve own problems; sometimes needs adult guidance
- Likes to finish what he/she starts, shows sense of order in working and putting away toys and materials
- Can carry play from one day to another
- Needs chances for many wholesome, sensory experiences

Emotionally, the kindergarten child:

- Needs recognition for accomplishments
- Gauges success or failure in terms of what the adult seems to expect
- Needs a sense of belonging
- Responds to praise, encouragement and consistent direction
- Thrives on trust, fairness and achievable standards
- Finds security in definite routine
- Needs to live in a reasonably predictable world
- Is growing in emotional stability and usually accepts punishment without resentment
- Does not always accept opposition without sulking and crying
- May begin to show rivalry as they develop a self-concept
- Has a strong emotional link with the home
- Often allows the emotional tone of the morning to govern the entire day
- Is prone to show fear of the new and unusual
- Is not always able to distinguish right from wrong by adult standards
- Has a constantly growing sense of humor, laughs at childlike jokes, silly words, unusual or unexpected sounds
- Is serious and businesslike in play activities

Socially, the kindergarten child:

- Seeks companionship of other children
- Is anxious to gain group approval
- Plays best in groups of two to seven children
- Is protective toward playmates and siblings
- Is interested in household activities
- Needs adult help in learning to share materials and taking turns
- Is not able to work or play without frequent approval
- Has few adult prejudices
- Is willing and eager to assume responsibility within his/her level of maturity
- Is improving in assuming responsibility for care of personal belongings
- Chooses and changes friends frequently
- Is self-centered, yet growing in unselfishness
- Is a great talker, but needs time to express his ideas
- Is learning to listen purposefully
- Needs achievement according to ability

THE KINDERGARTEN TEACHER

The kindergarten teacher discharges educational responsibilities commensurate with those of teachers at any other level. The professional and personal qualifications must be equivalent to those established for all other teachers, with additional consideration being given to the special demands of the position. The teacher must have the minimum requirements of a baccalaureate degree, including a program of professional education and student teaching at the early childhood level, which qualifies him/her for certification to teach young children in the State of Idaho as outlined in Idaho Certification Standards for Professional Personnel.

Professional Growth Characteristics

The kindergarten teacher:

- Takes professional courses and attends conferences and workshops
- Maintains certification with the State Board of Education
- Builds good relationships between school, home, and community
- Sees each child as an individual; is sensitive to the child's growth and learning needs; helps that child develop according to his/her own rate
- Enjoys working with young children and their parents; maintains a warm, friendly relationship with them
- Understands how young children grow, think, behave and learn
- Recognizes and praises each child's efforts; encourages independence, resourcefulness, creativity and responsibility
- Knows and makes use of community resources by providing rich learning experiences for children

In addition to meeting professional standards for kindergarten teachers, candidates should possess personal characteristics and competencies essential to effective discharge of their special responsibilities.

Personal Characteristics

Certain attributes have always been associated with the successful kindergarten teacher--patience, sincerity, warmth, inner calm, understanding, flexibility and intelligence. To most five-year-olds this many-talented individual is simply "MY TEACHER."

"MY TEACHER" can best be described in the following way:

- Is a warm, friendly, assuring person -- the child's security away from home
- Knows a great deal about child development and understands the differences in maturity, needs, behaviors, interests, achievements and potentialities
- Is above prejudice, favoritism and negative criticism
- Knows how to be mother/father, teacher, healer, guide, counselor, leader, follower, disciplinarian, friend, confidante and feels an obligation to hold in confidence the family secrets a child unwittingly tells.
- Is flexible, adapting herself/himself to the demands and needs of many types of children
- Is well organized, yet able to operate efficiently in routine kindergarten "disorder"
- Has endless patience, accepting temperaments and tempers for what they are
- Has a tremendous sense of humor to carry him/her through almost daily unexpected happenings and interruptions that mark a busy kindergarten
- Is sincere and honest, straightforward, trustworthy and truthful, for the teacher knows that no one senses sham more quickly than the young child
- Has a ready smile and a gentle voice to calm the fearful, assure the timid, bolster the weak, and channel the strong
- Appreciates creativity and originality in children, recognizing that the five-year-old needs a continuous outlet for these traits
- Understands the relationship of all that happens in the kindergarten to the success or failure of the children in the years to come
- Has a sense of timing and a knowledge of when to let children have authority and when to assume control of a situation
- Is sympathetic, but not coddling; understanding, but not overly permissive
- Knows a great deal about many things, or at least knows where to find the answers, recognizing that children know and want to know much about the most unexpected things
- Is able to study a classroom of children and decipher their individual and collective needs

- Has "eyes in every corner of the room"; that is, knows what is going on without obviously displaying awareness
- Has a positive outlook toward life, knowing that children are easily influenced by the teacher's attitudes, ideals and values
- Is physically strong and energetic, ready for life in the kindergarten which, at best, is taxing
- Has challenging ideas and the initiative to implement them

PARAPROFESSIONALS

Recognizing the challenge of meeting individual needs, many schools employ a paraprofessional or aide to serve as a "second pair of hands" for the kindergarten teacher. The aide may work with the entire class, with a small group within the class or with an individual child. This enables the school to provide a ratio of one adult for 8 - 12 children.

Although the direction of the kindergarten program is the teacher's responsibility, teacher and aide must work cooperatively and have mutual respect for the role each plays in guiding learning.

Through new and routine experiences the aide can further the teaching-learning situation in the room by assisting in all phases of the program and by contributing ideas and courses of action to better implement that program.

The paraprofessional can help the teacher in many ways.

The teacher and aide both have to be warm, human and caring people to do their demanding jobs. They must have the kind of relationship with one another that is as close as that of fellow explorers.

The attitudes and feelings the teacher and aide have toward each other, the children and work in general influence the children more than any classroom arrangement or curriculum. They are open to new learning and are obviously pleased to see the children learning; if they care for them as people, the children will develop positive attitudes toward school, work and each other.

Aides, volunteer or hired, should be selected with the human helping characteristics which are given above. In addition, all aides should have prior orientation and training before being placed in the kindergarten classroom. This training may be given by the local school district or kindergarten teacher, or in a more formal setting, such as at a college.

SOCIAL LIVING IN THE KINDERGARTEN

When children come to kindergarten they have several needs in common:

To feel welcome
To accept and be accepted by other children
To become a cooperative member of the group
To develop or extend a wholesome self-image
To be secure in this new place

No child can achieve all this alone. There must be leadership from the teacher. It is from the teacher that security comes. Children know whether they are important, whether their ideas are recognized and whether mistakes are accepted and corrected with understanding. They know whether they are welcomed or rejected. Perhaps the major responsibility of any teacher is to assure that each kindergarten child develops a real feeling of "belonging."

Making Children Feel Welcome

Children come to feel welcome through simple everyday experiences:

- Hearing and expressing informal "good mornings" and other personal greetings using the child's name
- Engaging in conversations with the teacher and/or other children on the child's level
- Sharing room tasks with the teacher and children; i.e., watering plants, caring for pets, mixing paints, washing brushes, scouring the sink, etc.
- Questioning and finding a teacher who is willing to answer
- Planning with the teacher for a personal or group activity
- Discussing problems of living together, such as:

    sharing equipment
    taking turns
    being considerate of others
    being reasonably quiet
    assuming a share of responsibility
    displaying common courtesies

- Participating in friendly games, singing, conversation, discussions
- Becoming acquainted with all the school personnel: the principal, the custodian, the nurse, the librarian, the cooks and others.

- Receiving help, encouragement and constructive criticism in work-play activities
- Participating in a friendly, three-way interchange including parent, teacher and child
- Enjoying humorous situations with teacher or children

Acceptance

For most children, to accept and be accepted is a major adjustment. No longer can the individual kindergarten child always do what he/she wants to do, play with what he/she wants at the time he/she wants to do so. This frequently causes behaviors of aggression, rejection or, at best, frustration. To help establish mutual understanding among children, the wise teacher:

- Keeps a watchful eye as children work
- Encourages cooperative activity such as block building, homekeeping or dramatic play
- Invites two or more children to share an art activity
- Asks two children to team up for classroom chores
- Encourages children to discuss plans and try to reach an agreement
- Helps children select companions at lunch, rest or play periods
- Sees that each child gets an occasional turn to do something important

Cooperation

Cooperation is essential for good citizenship, but young children have little concept of this.

- They find it hard to be friendly to someone they scarcely know
- They can't appreciate another individual until they develop some common interest or until the individual demonstrates some special talent.
- They cooperate poorly unless they have a common purpose; i.e., working and playing together.
- They learn to cooperate by contributing their own special talents to any enterprise, provided the differences in those talents are accepted without comparison.

Self-image

Every child needs a place in the sun. For this reason, competition is minimized and the worth of each student maximized. Where comparisons are made, children suffer loss of self-respect and deflation of the spirit.

To be known and to grow as a person, every child needs freedom to:

Find a place in the group
Choose daily activities
Tackle problems that are important
Learn something new
Express personal opinions
Share achievements with others

Security

If the school and its program are made for the child, then security should be an ever-growing attribute.

Most children grow where self-responsibility and independence are tempered with reasonable control and where affection and encouragement are constant and genuine.

Most children find their security in very simple things:

Equipment that appeals to them
Time to enjoy it
Expectations geared to their ability
Enough responsibility to give a feeling of work well done
Help and suggestions when necessary
Much praise for each small achievement
Comfort when tired

PART III

KINDERGARTEN IS A COOPERATIVE VENTURE

THE HOME-SCHOOL RELATIONSHIP

Although the education of all children begins in the home, there is an increasing awareness that the home can no longer afford the diversified experiences imperative for the complexity of human society. The necessity of providing suitable guided learning activities has become a joint effort of parent and teacher. This coalition is vital for the optimum development of the child.

Home-school contacts are of many kinds. The contact which the school makes before the child arrives is essential to mutual understanding and confidence. This may be achieved in several ways:

1. Prepare a letter or flyer and send it to parents of prospective kindergartners.
2. Hold spring visits before the fall admission period. Invite small groups of children with their parents to observe the regular kindergarten session. If desirable, ask children in groups of three or four to visit without parents. Encourage them to participate in group activities or play.
3. Visit the home.
4. Send the child a card welcoming him/her to kindergarten.
5. Cooperate with health authorities and Idaho Child Find to screen all children ages 3 to 5. When the kindergarten teacher takes part in the activities or when the screening is held in the school building, it can be a valuable initial contact with both the child and the parents.

Orientation Meeting

Parent involvement is an essential and integral part of any acceptable program for the education of young children. Before school opens, a meeting with the parents should be scheduled. A special effort should be made to encourage the attendance of both fathers and mothers. The program should include a presentation of the philosophy, objectives and experiences planned, as well as suggestions for parent participation. The orientation meeting will help:

- Establish a cooperative relationship between home and school for the welfare of the children
- Build up mutual respect
- Prevent any first-day difficulties
- Relieve apprehensions and tensions

Registration Day

Registration may be handled in the school office on a drop-in basis, or it may be formally scheduled when the teacher is available to meet the incoming kindergarten students.

Where there has been no previous contact, a formal registration day is the initial meeting of the parent and child with the school. The teacher learns about the child's background and observes first reactions to school. The parents and child form their first impressions of school and the teacher. As much as possible, registration should be informal and pleasant.

Information to be procured at registration should include the following:

Birth certificate

Proof of immunization

Name of parents

Address and phone number of person, other than parent, to be contacted in case of emergency

Health inventory (See APPENDIX D - i)

Parent Visits

Parents should always be welcome in the kindergarten. Parents can simply observe or they can be a very valuable source of help in assisting the teacher when they are given specific guidance by the teacher or aide.

Home Visits

By visiting the home, the teacher may sometimes find answers to certain behaviors of a child. A visit also tells the parent that someone else is vitally interested in their child.

Telephone Calls and Notes

Telephone calls and notes can be effective for reminders and for recognition of some achievement of the child. In the case of non-English speaking parents, the teacher may need the assistance of an interpreter when calling or writing.

These home-school contacts help to maintain an "open-door policy" and provide the essential ties that promote basic understanding of the entire school experience.

Reporting to Parents

Reporting to parents is an important way to establish a wholesome bond between teachers, parents and children. A progress report may be sent home at the mid-point and at the end of the session. These reports should include remarks such as: "It is especially important that parents of kindergarten children work closely with the teacher. You are, therefore, invited to visit the class and confer frequently with the teacher." **Conferring** should have precedence over **reporting** because there is much interpretation needed when discussing student progress.

Parent Conferences

Parent conferences are held to get information, to establish confidence in kindergarten procedures, to solicit parental cooperation and to give the parent necessary information. The individual conference gives both the teacher and the parent an excellent way to understand each other and the child. It is recognized as one of the best ways of reporting to the parent. Caution must be exercised that the conference remains a two-way exchange and not just a period of listening for the parent.

If possible, two parent conferences should be scheduled; one near the opening and one near the close of the school year. The first conference may be a "get-acquainted" conference in which the teacher gets a health history. As the teacher learns about the physical development of the child, he/she can glean something about the parents' attitude toward the child, the status of the child in the family and the parents' expectations of the child.

The second conference must be geared to sharing the child's progress in kindergarten and discussing his/her transition to first grade.

(See APPENDIX D - ii for sample Conference Sheet)

Parent Participation

There are many ways that parents can participate in their child's school experience, including the following:

- The parent may give special help to his/her own child through reading to the child, talking about experiences, or giving special help recommended by the teacher.

- The parent may volunteer in the classroom by giving individual assistance to a child who needs more attention, by helping prepare lesson materials, or by helping with coats and boots. He or she may serve as a resource person to the class and share special knowledge or talents.

- The parent may join a parent-teacher organization, such as PTA or a special school committee to solve a particular problem at the school, such as playground equipment needs or school computer equipment.

- The parent may become closely involved in school policy making by becoming a member of the Principal's Advisory Committee or may work to be elected to the district Board of Trustees.

Parent-Teacher Meetings

Parent-teacher meetings help the parent and teacher to become better acquainted. The kindergarten teacher may invite parents to a meeting at the beginning of the year to explain current classroom programs and exchange ideas. Subsequent periodic meetings help to sustain the compatibility established in the initial meeting.

PART IV

FACILITIES IN THE KINDERGARTEN

AND

BASIC EQUIPMENT

FACILITIES IN THE KINDERGARTEN

Facilities providing for kindergarten education have three interrelated functions to perform:

- House children who are learning.
- Provide an environment for learning
- Facilitate learning

The following suggestions are offered for those districts anticipating building or remodeling:

- The kindergarten should be in safe, attractive, functional quarters, away from a main highway. The unit should be on the ground floor. No basement rooms should be used. State and National Life Safety Code, National Fire Protection Act 101, Section 9-1.1.2 prohibits kindergarten and first grade pupils from being housed above the ground floor. Outside entrances to play areas should open directly from the room or be conveniently near. Rooms should be well-ventilated, dry, warm, pleasant and well-supplied with windows low enough for children to see out. Temperature should be 68 to 70 degrees at a point two to three feet from the floor. Floors should be covered with an easily-cleaned, non-slippery material, such as; carpeting, battleship linoleum, vinyl or rubber tile. Lighting conditions should be checked for the recommended 70 plus or minus sustained candlefoot of illumination.
- Colors of ceiling, walls and furniture should properly reflect light and add cheerfulness.
- There should be ample bulletin board space built low enough for children to view their own art work; low open shelves for unit blocks, transportation toys and other materials, with space adjacent for building or other play activities. Closed cupboard space for equipment is also necessary. There should be a low sink with running water in each room. Hand washing facilities, work tables and sinks, with hot and cold running water, should be provided.
- Individual open lockers near the entrance are best for storing children's clothes. A space for resting mats can be provided in each unit.
- Toilet facilities should be easily accessible to both the room and outdoor area and should be child-size. Consideration should be given to the inclusion of toilet facilities within the room.

A child-height drinking fountain near the play area door makes it convenient for both indoor and outdoor players. (Drinking fountains connected to sinks cause traffic congestion.)

- Since young children need plenty of space in which to move about, there should be a minimum of thirty-five square feet per child indoors, exclusive of storage space.

- A large, open floor space should be available for group meetings near the piano for rhythms, dramatic play, games and large muscle equipment. This will be facilitated by grouping a minimum of tables and chairs in any one area.

- For other recommendations regarding buildings and equipment, see the State Guide For Planning Educational Facilities.

- The State Department of Labor should be consulted regarding the State Safety Standards prior to arranging for facilities which have not been designed for kindergarten or school use. That department's help could save the school district considerable problems at a later date.

PROVIDING THE SETTING

Children's abilities and interests are extremely varied. Because of this, the kindergarten setting must be equally diversified and must offer something from all the areas that might appeal to a child. Investigation and probing of either ideas or things cannot take place in a void; experimentation and examination occur only when there are places and things to explore. With this in mind, the good kindergarten provides a setting as varied as the children who engage in it.

- Physical apparatus and big blocks for large muscle development
- Manipulative games, puzzles, objects and materials to strengthen small muscle coordination
- Books of all kinds to explore new ideas
- Mathematical devices for those who are interested
- Science equipment to encourage experimentation
- Music equipment to lift the spirit
- Audio-visuals of all kinds to enrich personal and group activities
- Language arts materials to intrigue the mind
- Art materials to intrigue the mind
- Industrial tools and devices for the mechanically inclined

From the time each child arrives, he/she should find things that:

Stimulate intellect
Arouse curiosity
Improve thinking and problem-solving ability
Call for sharing and cooperation
Provide for physical activity
Require manipulation
Encourage construction
Inspire creative expression
Demand communication of ideas
Lead to dramatic play
Broaden human relationships
Develop standards and values

SUGGESTED EQUIPMENT FOR KINDERGARTENS

Most textbooks on kindergarten education give comprehensive lists of furniture, equipment and materials. The following suggests the essentials for carrying on a program outlined in these guidelines.

Basic Equipment: (Starred items would be helpful)

1. Tables for children - one table for every 4 to 6 children
   One table should be lower than the rest to accommodate very small children.
2. One chair, scaled to child-size for each child
*3. Refrigerator, unless room has access to a cafeteria
*4. Teacher's desk and chair
*5. Piano, on a dolly if possible, stool or chair
6. Record player, records, projector and rhythm instruments
7. Workbench and tools; i.e., hammer, saw, pliers, screw driver, nails, soft wood, vise, clamps, large nuts and bolts; small, real tools, not toys
8. Metal cans for used milk cartons, unless glass containers are used
9. Two large wastebaskets
10. American flag
11. Two or more easels
12. Large wood or heavy cardboard blocks
13. Unit blocks
14. Housekeeping equipment - dramatic play - stove, sink, cupboard, table and four chairs
15. Cabinets or shelves for toys and other equipment
16. One large table for painting or display use
17. Corkboard display space
18. Bookcase or book display rack
*19. Equipment for resting
20. Broom, bucket, dust pan, sponges, cleanser, soap and extra paper towels.
*21. Sandbox and/or water table
*22. Hot plate
23. Clock
24. Bulletin board
25. Four room dividers per classroom

Large Toys:

1. Rocking boat
2. Indoor seesaw
3. Wagon
4. Tricycle
5. Climbing gym
6. Wheelbarrow
7. Teeter totter or equivalent
8. Empty barrels
9. Punching bag or equivalent
10. Light weight planks

Suggested Small Toys:

1. Unbreakable dolls, puppets; children may make their own
2. Doll carriage and cover
3. Ironing board and iron
4. 2 toy telephones
5. Child-size cooking utensils
6. Table service
7. Cleaning equipment-broom, mop and dust pan
8. Wood trucks, buses, airplanes, fire engines and boats
9. Tinkertoys
10. Lincoln Logs
11. Constructo toys
12. Simple wooden puzzles
13. Balls of various sizes: 5", 8", 10"
14. Jump rope
15. Rubber or plastic animals
16. Garden tools
17. Toys with mechanized parts-- screws, bolts and nuts
18. Peg board
19. Dress-up clothes
20. Doll clothes
21. Hollow blocks
22. Large wooden and plastic stringing beads
23. Games

Teacher's Materials:

1. One pair 10" shears
2. Stapler and staples
3. Paper punch
4. Masking tape
5. Scotch tape
6. Straight and safety pins
7. Meterstick
8. Two boxes cleansing tissue per month
9. Magic markers
10. Paper clips
11. Paper fasteners
12. Pencils
13. Rubber erasers
14. Chalk and eraser for chalkboard
15. Desk wastebasket

Equipment for other interest areas is listed in this guide under the headings of Art, Music, Science, etc.

NOTE: See APPENDIX C, Pages 123, 124, 124 - i, for room plan with homemade materials and furniture suggestions.

PART V

INTEREST CENTERS

IN

KINDERGARTEN

PLANNING CENTERS OF INTEREST

To foster kindergarten goals, the kindergarten teacher must plan centers of interest that help create a pleasant, homelike atmosphere and at the same time, present an invitation to learning. They must, in addition, be so designed that they contribute to the development of specific desired behaviors.

Wealth of equipment, although certainly a contributing factor in stimulating interest, is not a guarantee of continued growth and eagerness for learning. Other aspects of more importance have to do with what actually happens in the kindergarten:

- Is there easy access to everything in the centers of interest or is the equipment so out-of-reach that no one notices it?
- Is there freedom to use the equipment or do rigid rules and restrictions tend to disenchant children?
- Is there TIME to explore the room or is every moment of the day structured for the class?
- Is there opportunity to express ideas that develop from use of the materials and equipment?
- Is there a place to exhibit all the added bits and pieces that children bring, if encouraged?
- Is there a follow-through of "Teachable moments" that spring from the children's explorations?

LIBRARY CENTER

Materials and Equipment

Books of all kinds
Storybook figures
Story-viewer
Story tapes
Picture files
Puppets
Cassette tape player
Television monitor and VCR

Behavioral Goals

- Develops interest in books
- Uses graphic materials
- Role plays favorite storybook characters

- Improves in language facility
- Respects rights of others to share books and equipment
- Is reasonably quiet while "reading" but exchanges reactions with friends
- Handles books and materials properly
- Asks for additional books and magazines

HOUSEKEEPING CENTER OR DRAMATIC PLAY

Playhouse or kitchen and living room area with:

Dolls and doll clothes
Cuddly toys
Silverware
Rocking chair
Washline and clothes pins
Iron and ironing board
Refrigerator
Cupboard
Doll bed and bedding
Dishes and cooking utensils
Telephones (2)
Soap, laundry materials and tub
Table and chairs
Doll carriage
Stove
Dress-up clothes (both male and female)

Other props for store, office, station, etc, can also be provided for varied learning experiences.

Behavioral Goals

- Uses correct names of common kitchen equipment
- Shares willingly
- Takes turns cleaning
- Puts dollhouse in order
- Plays well with others
- Dramatizes familiar home roles.
- Learns give and take
- Exhibits sense of family values
- Uses correct utensils when eating

MUSIC CENTER

Center of Interest

Record player or tape player,	Pitch pipe
Rhythm Sticks for each child,	Tuning Fork

Piano
Rhythm band instruments:
Tambourines, Jingle bells, Clogs, Sandblocks, Tone blocks, Cymbals, Triangles, Baton, Drum

Materials to make home-made instruments:
Cigar boxes, Rubber bands, Bottles, Metal lids of several sizes, Metal buttons, Small nail kegs, Water glasses, Round cereal boxes, Innertube pieces, Sandpaper, Aluminum pie pans, Wood blocks

Behavioral Goals

- Participates in some form of music
- Listens to many forms of music
- Interprets rhythms, at times
- Keeps reasonable time when using rhythm instruments
- Releases emotions through music
- Helps to sing
- Claps or keeps time, if not singing
- Relaxes to music
- Handles instruments with care
- Puts instruments away when finished with them
- Experiments with materials for making instruments
- Hears difference in pitch and intensity
- Improvises with instruments or with body

ART CENTER

Materials and Equipment

- Easels
- Paste and glue
- Paints (tempera and finger)
- Brushes 1/2 - 3" wide
- Collage
- Felt
- Paper bags, plates and cups
- Pipe cleaners
- Containers for storing brushes and paints
- Pieces of sponge
- Wallpaper samples
- Burlap
- Wire
- Crayons (wax and hard)
- Scissors
- Paper (for drawing, painting, fingerpainting)
- String
- Cloth odds and ends
- Paper scraps
- Spray paints
- Clay
- Enamel paints
- Screening
- Oilcloth samples
- Rolls of mural paper
- Thin clothes hangers

Behavioral Goals

- Expresses ideas in own way
- Is self-reliant in use of materials
- Participates in varying sizes of groups
- Evaluates own work and work of others
- Wants own creative efforts recognized
- Compliments the efforts of others
- Completes projects already begun
- Discusses work with others
- Varies use of media
- Knows color names
- Combines several media into one product
- Shares objects of "beauty"
- Looks at illustrations in books

- Rearranges work or play areas
- Decorates objects or surrounding room areas
- Shows correct care and use of tools
- Assumes responsibility for cleaning up

BLOCK CENTER

Unit blocks are considered by many educators of young children to be the most important teaching material in the kindergarten. They are unstructured, "raw" and offer multiple opportunities for learning on many levels. Unit blocks:

- Foster skill in manipulating
- Give opportunity for creating three-dimensional forms in space
- Stimulate a growing understanding of the organization and function of the real world through the building of representative models
- Develop relationship thinking as the child makes size selections
- Help build concepts of space and dimension
- Encourage language development through the communication of ideas
- Establish working relationships with other children

The blocks are stored in an organized way, matching shapes drawn on the storage shelf. The putting-away process thus becomes purposeful, perceptual differentiation at clean-up time.

Materials and Equipment

- Large wood blocks
- Boards (8" x 4')
- Ready made "unit blocks"
- Cardboard blocks
- Assorted smaller wooden blocks

Behavioral Goals

- Shows a sense of proportion and design
- Begins to understand principal of balance
- Begins to understand measurement, size, shape, texture and weight
- Uses imagination and role-play

SCIENCE CENTER

Materials and Equipment

Aquarium
Magnets
Specimens
Animal cages and pets
Measuring cups and spoons
Terrarium
Prisms
Exhibits
Weights
Watering can

Behavioral Goals

- Examines realia (stones, leaves, fossils, etc.)
- Experiments with apparatus and materials
- Finds answers for self
- Inquires about specific experiences
- Brings in and shares materials and ideas
- Contributes to class discussion
- Cares for and feeds wild or domestic animals
- Participates in group projects and experiments
- Is curious about natural and man-made forces
- Classifies objects and events

SOCIAL STUDIES CENTER

Materials and Equipment

- Globe
- Pictures
- Dolls from other lands
- Magazines
- Maps
- Posters
- Puppets
- Newspapers

Behavioral Goals

- Uses social studies objects in free activity period
- Asks questions about posters, maps, pictures and news items
- Brings in additional posters, pictures and news items
- Tells about personal experiences connected with topic
- Begins to understand people of other times and places

TECHNOLOGY CENTER

Materials and Equipment

- Computer
- Software
- Television/VCR
- Filmstrip projector
- Overhead projector
- Small screen
- Viewmaster and reels
- Filmstrips

Behavioral Goals

- Uses technology to learn
- Shares materials
- Shares interest in computer programs, filmstrips, etc.
- Takes care of equipment
- Discusses or asks questions about what has been seen

PART VI

DEVELOPING

YOUR

KINDERGARTEN CURRICULUM

KINDERGARTEN CURRICULUM

The breakdown of material, under subject headings in the kindergarten curriculum, is intended as a scope and concept guide only. The kindergarten day is never scheduled in subject-centered time blocks. The objectives set forth in each area accomplished as kindergarten children participate in daily activities; i.e., share, discuss, plan work, play, dramatize, go on excursions, observe, interpret and evaluate.

Centers of interest provide for sections in the room and on the playground where children may work and play in the area of their choice each day. Some centers should be continued throughout the year while others should be changed or repeated. The playhouse, building corner, art area and library table are examples of center which are good the year round. Science and number centers should be repeated as interest is shown. Seasonal and special day centers are temporary.

Units of work provide for concentrated endeavor in one area of interest. More than one unit could be in progress at a time. For example, spring weather could be observed while a unit on animals is in progress. Unit suggestions and appropriate activities are listed in this guide under the heading of Social Studies.

It is hoped that kindergarten teachers will use the guide in any way that will help provide better kindergarten experiences for children; keeping in mind the natural characteristics of five-year-olds and their needs. While the following units cover the several subject areas, the kindergarten child should not be taught on a segmented subject area basis. All teaching should encompass an interdisciplinary process.

NOTE: See APPENDIX B, pages 115 - 122.
Suggested Units to be included in a program.

ESTABLISHING A SCHEDULE

Children need time to do what is important to them. Although many kindergarten children seem to operate in high gear, they change direction often and sometimes stall completely. Most of them move at their own rate and not always at the pace adults expect. Pressuring children to "hurry up" rarely helps; if anything, it hinders. Many five-year-olds are not even aware of their lack of speed. They believe they are moving with alacrity. This is an important reason why kindergarten programs are, or should be, built around large, flexible blocks of time.

To designate exact allotments of time for each kindergarten to follow is neither wise nor possible. For this reason, several types of daily schedules are proposed that may de adapted easily to individual tastes and needs. Each schedule is semi-structured and is subject to change at the discretion of the teacher. The schedule outlines general blocks of time, yet provides for alternating quiet and active periods and a balance of indoor-outdoor experiences.

None of these schedules reflects a designated time period for going to the lavatory as a group. Children should be free to use the lavatory as need on an individual basis.

Different as the framework may be, the programs have identical goals:

- To help the child learn about the world in which he/she is growing
- To assist in understanding the world's standards and rules
- To guide toward productive living in that world

SCHEDULE I

8:45 - 9:30	Free Activity Period	12:45 - 1:30
9:30 - 10:00	News, Discussion, Poetry, Fingerplays, Conversation and Concept Development	1:30 - 2:00
10:00 - 10:15	Singing, Marching, Rhythms and Calisthenics	2:00 - 2:15
10:15 - 10:30	Wash hands and Snack	2:15 - 2:20
10:30 - 10:50	Outdoor Play	2:30 - 2:50
10:50 - 11:30	Quiet Activities (Rest, Music Appreciation, Record Stories, Filmstrips, Table Activity, Story)	2:50 - 3:30

SCHEDULE II

9:00 - 9:15	Free Play	1:00 - 1:15
9:15 - 9:35	Opening (Conversation, Singing, Sharing, Planning)	1:30 - 1:35
9:35 - 10:00	Work Period	1:35 - 2:00
10:00 - 10:20	Outdoor Play	2:00 - 2:20
10:20 - 10:40	Wash Hands and lunch	2:20 - 2:40
10:40 - 11:00	Rest and Quiet Activity	2:40 - 3:00
11:00 - 11:30	Group Activities (Music, Stories, Natural and Social Sciences, Dances, Rhythms)	3:00 - 3:30

SCHEDULE III

9:00 - 9:30	Free Play (Conversation, Singing, Sharing, Planning)	1:00 - 1:30
9:30 - 10:30	Work Period (Free Choice, Arts and Crafts Construction, Concept Development, Individual and Small Group Activity)	1:30 - 2:30
10:30 - 11:00	Health Period (Indoor-Outdoor Play, Wash Hands, Lunch, Rest)	2:30 - 3:00
11:00 - 11:30	Group Experiences (Music, Stories, Natural and Social Sciences, Films)	3:00 - 3:30
11:30 - 11:50	Free Play	3:30 - 3:50
11:50 - 12:00	Evaluation, Plans for Next Day, Dismissal	3:50 - 4:00

SCHEDULE IV

(Time allotments are based on a 150-minute session)

Unstructured Activities	20%	(30 minutes)
Group Meetings	15%	(22 minutes)
Work Time	20%	(30 minutes)
Lavatory Needs	9%	(13 minutes)
Snack Time, Rest	13%	(20 minutes)
Music, Rhythms	10%	(15 minutes)
Language Arts	13%	(20 minutes)

CAREER EDUCATION AND KINDERGARTEN

Many opportunities are provided during a child's kindergarten experience to help him/her become AWARE of the world of work, whether it be work for leisure time activities or work for compensation. There is no need to drastically change the curriculum to accomplish the awareness phase of Career Education. The kindergarten interest centers are excellent for providing career awareness.

The field trip to become familiar with the dairy and how milk is produced offers opportunities for the child to become aware of the world of work. Discussions prior to, during and following the field trip, are part of the learning experience.

Resource people that are brought into the classroom can also assist the teacher in implementing the Career Education phase of AWARENESS. The police officer, discussing traffic safety, could tell what qualifications and training it takes to become a police officer. The dentist, discussing oral hygiene, could add a great deal to the experience by sharing with the children his/her training background and work experience. The activity of telling what parents do for a living is probably the most basic of kindergarten activities and lends itself to the concept of Career Education.

This is Career Education in action and can make the future school experiences of a child meaningful.

FINE ARTS IN THE KINDERGARTEN

It is generally agreed that any worthwhile and stimulating program of study includes experiences that enrich children's learning. This is as true in the kindergarten as in any other area. Educators of today are basically agreed that mere factual learnings are about as useful as gardens without fertilizer and are realizing, increasingly, the need for greater emphasis on the fine arts. No longer peripheral subjects, they are now an integral part of the total program.

One usually thinks of the fine arts curriculum in terms of music and art. They are, of course, an integral part of every phase of the school day and, therefore, the major consideration. There are, however, elements of the fine arts in such things as drama, dramatic play, literature and poetry. To be completely technical, one would have to include the sciences, too, for the study of life and the world in general is a thorough lesson in composition, form, design, color, shape and relationship.

Emphasis on all the arts is important inasmuch as they contribute to the child's total growth in many ways. They help the child to:

- Build insights and concepts about the world through:
    - Experimentation
    - Exploration
    - Evaluation
    - Examination
    - Expression
- Enjoy the beautiful in life
- Make more satisfying use of time
- Release energies in constructive ways
- Express those feelings that need expression of some kind
- Think more imaginatively and creatively
- Appreciate other people and their contributions to life
- Become more resourceful
- Develop self-discipline
- Escape from regimentation into more original channels

A particularly important reason for an emphasis on fine arts in the kindergarten is that children tend to apply these qualities to any work they do. In later life, for example, the attributes that help child to become a creative painter, writer or musician can make him/her an equally productive scientist. Certainly it is true that children who are exposed to and participate in the fine arts, find new ways to work, play and live. Mauree Applegate realizes the importance of this when she begs, "Let's get rid of the deadly dullness of our American classrooms where too many teachers are teaching only by the prompting of a manual or by the use of the packaged educational-mix. Let's stretch our creative thinking so that all the children who are still bumping their heads on the ceilings of classrooms may be helped to find the sky." (1)

To open the way to that "sky", what can be done? Although it would seem that there is no limit to what is expected of the classroom teacher, there are several things to be considered:

- Few children choose the same fine art as a creative activity. Some want to dance, some paint, some draw, some create with words, some enjoy quiet rhythms, some sing, some hum and some may just listen.

- For personal satisfaction, the arts of listening, watching and appreciating are vital since most children and adults remain at a very simple level as performers.

- Any experience in the fine arts must be the children's own invention through which they dance in their own way, paint the way they want to paint, sing the songs they like to sing, listen to the music they want to hear and say what they want to say in the way they want to say it.

- Fine arts help children to make good use of their time in a spirit of joy and contentment, in a mood of relaxation yet fascination.

- Fine arts are important for their therapeutic values, Children with a variety of problems or negative behaviors tend to relax and to lose some of their anxieties as they work with art materials, listen to music, react to rhythm and "talk out" their feelings.

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1. Mauree Applegate - Everybody's Business - Our Children, New York, Row, Peterson and Company, 1952

BEGIN WITH MUSIC

Music is the one fine art that has a direct line to the soul and spirit. Angry or frustrated children unconsciously stamp out a warlike rhythm, pounding with feet, fists, and occasionally, the head! Happy, excited youngsters bounce and skip, twirl and twist all over their world in a merry outburst of joy. Pensive, perhaps apprehensive, children retreat to a corner where they find solace in gentle humming to themselves or to a teddy bear. Virginia Austin aptly says, "In a child's world, music doesn't walk alone. It is always accompanied by dolls, bears, cowboys, Indians, snowflakes, spaceships, butterflies, dragons and monsters! Music, you see, is one of the best fields for a child to learn from his own experience. It is not an experience which is always directed at him or planned for him nor an experience that demands the help of others by one that can be carried out by himself for his own particular enjoyment." (2)

Satis Coleman, long an authority on children and their musical tastes, declared that every child has a need for music:

- ". As a tension release . . .
- For cultural pleasure
- For the development of his aesthetic sense
- For a health-giving interest
- As an escape measure - a means of getting away from himself and others
- As an emotional outlet
- As a means to voice those feelings that demand expression of some kind
- For the social contacts which music making or music appreciation will bring him
- For the self-discipline it requires if the child wishes to really develop his native talents." (3)

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2. Virginia Austin - "I Am My Own Instrument", Creativity in the Elementary School, Appleton-Century-Crofts, New York, 1959, pp. 53-61.

3. Satis Coleman - Creative Music for Children, New York, G. P. Putnam's Sons, 1922.

Every child has in innate seeking attitude, a sort of reaching-out-for experience, a drive toward further discovery, greater skills and more knowledge and appreciations. If talent is allowed to express itself with no entangling conflicts, it is the greatest natural builder of the ever-seeking attitude. This attitude can be gratified in these ways:

- Lead the child with genuine talent through the rigors of training and overt discipline as well as self-discipline. This is the stimulus the really gifted child needs to fulfill his/her ability.
- Give the child with no particular gift, opportunity to express and sometimes share his/her own interpretations of music through creative rhythms, song, dance or instruments. This is an avenue of personal enrichment.

To do this, experts agree that the school must provide a quite varied program of music.

Natalie Cole says:	"No two children should be expected to use the same outlet for emotional release. Some may wish to dance, some may profit from quiet rhythms, some may sing, others hum and some may just listen." (4)
Doris Champlain remarks:	"Of all phases of music education the art of listening is the most important. Because most of us remain at a simple level as performers, we must continue to listen to many kinds of music for personal satisfaction." (5)
Hughes Langston writes:	"Let us remember that music comes to the child as easily as breathing--if we let him be his own instrument, dancing his own way, singing the songs he likes to sing, listening to the music he wants to hear." (6)

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4. Natalie Cole - The Arts in the Classroom, New York, The John Day Co., 1940.

5. Doris Champlain - Music For Children, New York, Harcourt, Brace and Co., 1958.

6. Hughes Langston - The First Book of Rhythms, New York, Franklin Watts, Inc., 1954.

The kindergarten is an excellent place to begin the development of musical taste and the stimulation of an ever-growing appreciation of music. The kindergarten teacher can make music come alive in the classroom if these practical suggestions are followed:

- Let every child, regardless of ability, participate in the music program. It is not the purpose of the school to make musicians but to make children music-conscious.
- Give every child opportunities to demonstrate musical reactions in whatever way he/she chooses.
- Provide a varied background of music for listening to help develop discriminating tastes.
- Use singing less frequently in a specific period and more often as a spontaneous release from work.
- Try instruments to curb the restlessness of a rainy day or for any other tension release.
- Use records for accompaniment to many things; one experience often leads to other ideas.
- Remember, as a teacher, you do not have to be a musician; all you need is a sensitivity to music, an appreciative spirit, and enthusiasm that is "catching" and a heart that "sings its own melody because of the beauty it has within it." (7)

CONTINUE WITH CREATIVE ART

Self-expression is a vital element in the growth process of young children. It is through this creative process that one integrates the inner, unique self with the outer world. Art is one form of self-expression which young children indulge in naturally, because they are driven by curiosity to experiment and manipulate their environment. Art is a means of ordering the world and is a personal response in the ordering process. For inarticulate children, art may be their only safe mode of communication. Therefore, the art process for the young child is more significant than the art product. This being so, the wise, sensitive teacher does not intervene with directions of what to make.

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7. Miriam Wilt - Creativity in the Elementary School, Appleton-Century-Crofts, 1969

GUIDELINES FOR FOSTERING CREATIVE ART

- Do not alter the children's work--by word or deed; if you do, it is no longer theirs. If the children want to tell you about their pictures, be happy to take each story dictation - but on another sheet of paper. Do not say, "What are you making?" or "That looks like a rainy day."

- Let the children discover for themselves how to create new colors by mixing. Start with the three primary colors. Later, give them the secondary colors.

- Do not offer your critique; i.e., "But a whale is not pink." The choice may express some inner relationship or is, more likely, an accident. Do not force false concepts to please you or you will destroy the perception of form and order the children are creating. Their processes of experimenting are based on what they know, see and/or feel. The children must be allowed to progress freely until perceptual awareness and knowledge of the materials merge into a full, meaningful relationship.

- Art is growth--a continuing process. The children paint what they feel. We cannot "correct" their drawings or clay forms. There is no right or wrong in the art process for young children because they are expressing their points of view, not an adult's.

- No models. - For the best development of creative thinking, the child is not presented with models to copy because the process of giving shape to an idea is destroyed. Models may be used when the teaching goal is a specific product. This, however, would not be creative art. Model copying destroys self-confidence, builds false skills, hinders initiative and atrophies the imagination.

- The teacher's role is to provide a rich variety of well-organized materials and media each day. Plenty of time, encouragement and honest respect for the child's creative process is also necessary.

BRUSH PAINTING

Many times, the child is able to paint at the easel absorbing preoccupations and give form and shape to experiences and feelings, thereby affording an emotional release. Through painting, the child's inner life of fantasy, imagination and feeling is released and expressed.

Materials and procedures

Easels, table tops or floor
Aprons or smocks
Newsprint, 18" x 24"
    (Secure by metal clips, masking tape or pincher type clothespins. When using tape, painting may be stuck on a wall to dry.) Long-handled, 10" brushes, with variety of bristle widths (Wash brushes after each session, store brush-end-up.)
Powder or liquid tempera (mix to consistency of pancake batter)
Recipe: 1 can paint powder; 2 cups liquid starch; 1 cup liquid detergent; mix with blender or mixer
Heavy glass jars for visibility of color
    (Allow children to choose brushes and jars of paint from large tray.)
Shelves or rack to hold paint jars
Wooden laundry rack or walls for drying

FINGERPAINTING

Fingerpainting is a tactile, rhythmic, free, big, expansive, colorful, gooey, and messy activity. It is important for its process. As a dried product, it is a meager reminder of the rich process which preceded it. On an aesthetic level, it encourages creative expression through direct contact between creator and product and lack of any arbitrary standards. On a psychological level, it offers the chance to be expansive and sensory.

Materials and procedures:

Recipe: 1 cup liquid starch, 1 cup cold water, mix and add 2 cups hot water; cook over medium heat, stirring constantly; when liquid is clear, remove from heat and add 2 Tbsp. Glycerin; blend in gradually 1 cup mild soap.

Or pour out liquid starch on paper, sprinkle on powder paint for children to mix

Or fingerpaint may be applied directly to table top which provides the freest painting experience

Or apply fingerpaint to large squares of oil cloth (18" x 24") which can be wiped off;

Or use shelf paper or butcher paper (shiny side up), dip in shallow pan of water to dampen

Introduce fingerpainting with one color first; second time, add another color choice; later, have available all the colors for self-selection; let children decide how many colors and how much paint they want to experiment with

CLAY

Clay is smooth, wet, slimy, chalky, sticky and gooey. It is hard and rough when dry. It can be a very noisy but relaxing experience. It is messy, pliable, crumbly, unreliable, heavy and a mass. It has an earthy odor. Pounding and throwing it down on the table is a healthy, aggressive experience.

Materials and procedures

Grapefruit-sized chunk of soft clay for each child at one table
Square of masonite board, 18" x 18". (Using reverse side makes clean-up easier for children)
Clay may be pounded, poked, twisted, pulled, bent, slapped, caressed, broken, rolled, stretched, flattened or squeezed.
Like fingerpaint, it can encourage specific rhythmic activity by the use of chanting or simple sounds
No models to copy; clay should be an expressive experience at this stage of the child's development

CRAYONS, MARKERS AND CHALK

These tools are more confining than painting or clay. They demand more small muscle control and perceptual maturity. Children create more representational drawings which give them feelings of pleasure and mastery. Because markers move with less resistance and offer brighter color, they are an ideal tool to offer children who want to draw things.

Crayon materials and procedures

Five- and six-year-olds can control the small crayon. (Offer all eight colors in an individual box or can to each child.)
Manila paper 12" x 18, soaks up the crayon better than newsprint
No coloring books. (They promote dependence, inhibition, frustration, rigidity and stifling of the innate creative spirit; coloring is lazy and certainly not considered art-work.)
Don't worry if a crayon gets broken or the paper peeled off; a bare crayon, on its side, makes broad strokes of color.

Marker materials and procedures

Use water-based markers, large size, all eight colors
Use newsprint, colored construction paper or manila, 12" x 18"
Discourage pounding with the felt end; point out how the end gets jammed up inside, make the marker unusable

Chalk materials and procedures

Colored or white chalk on blackboards or black paper
Chalk on wet butcher paper or shelf paper, 12" x 18" or longer
(Wet with a sponge before coloring with chalk)

PAPER, SCISSORS AND PASTE

Paper, paste and scissors aid in the development of the small muscles of fingers and hands, and promote the ability to coordinate hands with eyes. As children experiment with various materials, they develop, through manipulation, new concepts of color, shape, texture and design. In this way, they are extending and deepening their connection with the world by shaping some of it on a personal scale.

Materials and procedures

Paper for background: colored construction, heavy white, cardboard, roll ends, wallpaper samples, etc.

Paste in individual containers, with no brush or stick.
(The sensory experience of paste on the fingers is an important growth experience.)

Scissors (some left-handed), which work easily

Things to be pasted: bits of colored, cut or torn paper, etc. Present precut or torn shapes the first time--either random or geometric shape, not figures or houses, trees or animals. (These limit creativity and focus on an adult concept that the child feels he/she must imitate.)

Allow and encourage the children to tear or cut paper into the shape or size they desire. Offer a gradually increasing variety of materials to choose from, each in its own container.

COLLAGE

Materials and procedures

Foundation should be strong enough to hold glued objects; i.e., corrugated cardboard, shirtboard, shingles, plywood scraps, meat trays, linoleum tiles, etc.

Equipment: Scissors, stapler, paper punches, Elmer's glue (small individual bottle for each child), scotch tape, etc.

Collage materials may be organized by kind, at first; i.e., feathers, beads, sticks, pine cones, sawdust, etc. (Later, they should be organized by quality; i.e., textured, patterned, see-through, shiny and shape; each variety is stored in a large transparent container.)

Let the children choose the size and kind of cardboard or foundation they want to work with. Allow a free choice of materials from well-ordered, individual boxes in the center of the table, plus a bottle of glue for each child.

DRAMATIC PLAY

Dramatic play is an all encompassing part of everything that children do. As a result, it is an area in the kindergarten which is often overlooked and taken for granted. The opportunities for imaginative play are endless; almost every activity provides possibilities. The unstructured quality and freedom created by this does not mean, however, that nothing is required of the teacher. The opposite is true. If dramatic play is to be a rich learning experience for children, it calls for a great deal on the part of the teacher. Planning and preparation are the key. These, along with guidance and unobtrusive observation, create an environment in which the child can feel free to experiment and to fully experience thoughts and emotions. The atmosphere is one of understanding and acceptance. The teacher's role is one of nonintervention; of guidance rather than direction.

In this role, the teacher can learn much about the children. By listening and watching without interrupting the play, the teacher can gain insight into the children's interests and abilities, their strong and weak areas, the things that are bothering them and learn how they perceive themselves.

Dramatic play offers the teacher an opportunity to learn about the children, but it also offers the children an opportunity to learn about themselves and their world. The experiences a child lives through in dramatic play provide the basis for adult life. Because of this, the teacher should work to provide the most satisfying experience possible. An atmosphere conducive to dramatic play can be created by providing the child with unstructured blocks of time, adequate space and flexible materials, Stimuli, such as props and/or field trips, should also be provided. Along with this, it is important to allow the child a time and place to be alone and the opportunity to indulge in simple daydreaming. By varying the environment to meet the children's needs, they will be free to react spontaneously and creatively to all the senses: what is seen, heard, felt, touched and tasted.

Dramatic play in the kindergarten serves many purposes:

- It reflects the children's attitudes.
- It gives wholesome or unwholesome release to emotions; if the latter, the teacher must do some clarification of values with the child.
- It is a means of expression, with or without words.
- It encourages social contacts and child relationships.
- It develops language skills; expression of ideas.
- It provides a vent for the purely imaginative, fantastic and delightfully individualistic rearrangement of everyday occurrences; i.e., breakfast can be a wonderful mixture of peanut butter, ice cream and chocolate pie, with no harm to anyone!

- It is a channel whose quality may be spurred or enriched by adults, but not interfered with or changed unless the play is beyond the confines of acceptable behavior.
- It is the little child's "work"; it is the older child's avenue to interpretation, thought and action.
- To adults, dramatic play is the key for guiding children into the balanced, mature personalities every parent and teacher seeks to develop.

POETRY, TOO, IS EVERYWHERE

Putting words into poetic form is that exquisite fine art skill which few of us dare to claim, yet, unwittingly, experience in every walk of life. Dr. Miriam Wilt writes, "Words are the colors on my palette" and "Poetry is everywhere, but our ears are not tuned in." (8) Leland B. Jacobs comments, "Poetic words are a way of turning the mundane, ordinary or menial into something illuminating, engrossing and extraordinary. It is a meeting of the spirit and words to form something fit, reasonable and beautiful about life. It is a highway to divorcing oneself from realities and moving into the very real life of the imagination. It is abstraction, yet experience; it is reality, yet fiction; it is adventure, yet seriousness; it is mystery, nonsense, fancy, wonder. It is moods of nature, moments of love, walking with kings, talking with animals. It is journeys into the past and space flights into the future. It is magic and make-believe, hopes and dreams, foibles and fancies. To the child, it is a questing, a seeking in growing and growing up; to the old, it is a return to battles fought or lost, to a final victory yet to come. Sensitive, critical perceptive, appreciative, these are the poetic heart, be he eight or eighty." (9)

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8. Miriam Wilt - Creativity in the Elementary Classroom, Op. Cit.

9. Leland B. Jacobs - "More Than Words," Childhood Education, ACEI, December, 1960.

THE HEALTH AND PHYSICAL EDUCATION PROGRAM IN THE KINDERGARTEN

Health, safety and physical experiences are an integral part of the total kindergarten program. It is impractical to separate them, for each is interrelated and dependent upon the other. The kindergarten focuses on all three because a child's intellectual progress is in direct relation to his/her mental and physical well-being. Many times, a child's health needs must be corrected before he/she can adjust to the functions of the school. Working cooperatively with the school nurse, physician, psychologist and other health personnel, the teacher becomes the focal point in establishing a sense of well-being in kindergarten children.

With or without special needs, most five-year-olds have an innate urge for movement and activity; they do everything with vigor and zest. This is the reason the normal kindergarten is alive with energy. Because of this vitality, young children require two things -- outlets for their energy, plus rest and relaxation; a fact, five-year-olds rarely recognize of their own. It is the teacher who must understand and adapt to children's physical needs by providing alternating periods of quiet and vigorous activity.

It is also the function of the teacher to recognize when children need a change-of-pace and to facilitate daily experiences that promote relaxation. These may include:

Group discussions
Conversations
Looking at pictures, charts and posters
Snacks
Resting on cots or mats
Listening to a quiet story
Viewing a relaxing filmstrip
Looking at books, alone, or with a friend
Listening to records
Easy table activities
Singing
Simple games

Physical exercise is provided through a variety of play experiences and equipment that encourages the use of large body muscles and the development of fundamental motor skills:

Calisthenics and Isometric Exercises
Rhythmic activities
Imitative or mimetic games
Running, hopping, jumping, skipping or climbing
Singing games
Circle games and Folk dancing
Throwing, bouncing, lifting or carrying
Marching
Using large muscle equipment

Stationary Equipment

Balance beam
Swings
Punching bag
Merry-go-round
Climbing rope
Slide
Horizontal bars
Steps
Jungle Gym
Monkey rings
Ladder bars
Chin bars
Seesaw
Sandbox

Manipulative Equipment

Wagons
Trucks
Jump rope
Beanbags
Kegs
Tires
Tricycles
Hollow blocks
Balls
Barrels
Boxes

Where expensive equipment is neither available nor economically feasible, or where the kindergarten desires a kind of playground which is different from the usual mode, the following ideas are worth trying:

- Select a site that is naturally hilly and let the children run
- Bulldoze "mounds" for children to climb up and run down
- Acquire an old boat in which the children can "role-play"
- Provide a small abandoned airplane, if one is available
- Place flat stones on the ground for "stepping stones"
- Cover a huge concrete pipe with dirt, or use it uncovered, as a "tunnel"
- Build stone steps into a hill for climbing
- Hollow out a huge sandbox in the play area
- Build a short log fence for climbing, crawling and balancing
- Put old-fashioned swings in trees
- Get plumber piping and make a tire swing

On the playground or in the room, play may be of free choice, a directed experience or a combination of both. In the free period, children select their own activities, using whatever materials and equipment the school and a resourceful teacher can provide. Much free play may be role-play, dramatic play or imaginary play. The game of "Let's Pretend", for example, has a never-ending fascination in the kindergarten.

Arranged or directed play may be used to:

- Learn a new concept, game or activity
- Practice a fundamental motor skill
- Introduce a new piece of equipment

The role of the teacher is to:

- Supervise and observe the children
- Guide them in solving their problems
- Offer assistance with projects
- Provide new materials and activities when necessary
- Encourage all children to participate in some activity
- Join in some activities
- Give instructions in safe use of equipment
- Help children understand the importance of safety everywhere
- Encourage fair play and consideration of others
- Recognize that all children need fresh air, sunshine and exercise in cold weather as well as warm
- Emphasize the need for wearing clothing suitable to the season and temperature
- Show an interest in children's progress
- Give encouragement and praise for accomplishment
- Help every child to achieve some measure of success and satisfaction
- Stress participation and fun, not winning

In choosing physical activities and calisthenics or in selecting and teaching games to kindergarten children, the teacher may find the following suggestions helpful:

- Choose a play area that is safe, free from hazards and close to sanitary facilities
- Follow a planned seasonal program that parallels the growth cycles of children
- Choose activities and exercises that are beneficial to the majority of children
- Select adapted activities for the physically handicapped, but let the entire class participate
- Pick games that are simple, loosely organized and have a minimum of rules
- Include all children, in some way, in every game
- Present only one new game at a time
- Divide a large group into two smaller groups
- Play a game long enough for most children to understand the rules
- Let various children be "leaders" in calisthenics and assume responsibility in other suitable activities
- Encourage children to run a great deal; it is one of the most healthful of exercises
- Provide a balance of games, rhythms and drills
- Foster the development of social adjustment, self-discipline, courage, sportsmanship and leadership
- Help children develop a spirit of fun

Minimal indoor space may present a problem in planning exercise and activity. However, this should not be an excuse for limiting physical experiences to only quiet ones. Space problems can be overcome in several ways:

- Move furniture as needed
- Arrange the classroom so an area is permanently provided for vigorous activity
- Use an imaginary track around the sides of the room as a traffic area

- Divide the class into several small groups and let one group engage in active pursuits while the others sing, clap or keep time with rhythm instruments
- Reserve use of the gymnasium occasionally
- Use hallways for exercise

Again -- it's the TEACHER who:

- Fosters activities that require movement
- Encourages the child's natural love for movement
- Judges progress by comparing the individual child's skill with what he/she could do earlier in the year
- Makes no comparison with the child's neighbor
- Builds confidence in attacking new activities

The teacher also:

- Stimulates new ideas
- Uses careful observations as a tool of progress
- Recognizes the differences in children's physical abilities
- Provides activities that develop functional movements, to do a job or task and expressive movements, to express an idea or feeling
- Individualizes physical education so children become more skillful in the management of their own bodies
- Does not separate the boys from the girls for physical education

In Health and Safety the TEACHER:

- Emphasizes simple, but important health routines:

  Going to the bathroom when necessary, not at predetermined times
  Washing hands before eating and after lavatory
  Brushing teeth regularly
  Using tissues or hankies when necessary
  Eating regular meals and suitable foods
  Developing good rest and sleep habits
  Playing in the fresh air
  Having confidence in the school nurse, dentist and/or doctor
  Wearing clothes suitable to the weather

- Stresses safety procedures that protect the children in school:

  Using scissors and tools with care
  Putting toys and equipment away safely
  Explicitly following fire drill regulations
  Wearing proper shoes in the gymnasium
  Watching for other people in the halls, on busses and on the playground
  Playing in assigned areas
  Learning to cross streets safely

IDAHO COURSE OF STUDY FOR KINDERGARTEN HEALTH

The following goals and objectives for kindergarten are found in the Idaho Elementary Course of Study Guide for Health:

I. MENTAL AND EMOTIONAL HEALTH

A. Goal: Students will understand that each person is a unique and special human being.

B. Objectives: Students will

1. Name likenesses and differences among their peers and families.
2. Understand that each person experiences a variety of feelings and moods, that moods change and strong feelings are normal, can have good and bad effects, and most often can be managed successfully.
3. Develop or reinforce a positive self image.
4. Name his/her physical characteristics
5. Demonstrate care and concern for others and understand the need for rules.
6. Name reasons for the importance of making wise and responsible choices.
7. Identify those adults who can provide assistance.

II. PERSONAL HEALTH

A. Goal: Students will understand the role of personal health practices in promoting health.

B. Objectives: Students will

1. Identify good grooming techniques.
2. Recognize the importance of food choices, sleep, and exercise.
3. Name the functions of the teeth and explain proper care.
4. Identify the five senses and describe ways to protect and care for them.
5. Name major body parts.

III. SUBSTANCE ABUSE AND USE

A. Goal: Students will develop basic knowledge concerning the use, misuse, and abuse of drugs and medications.

B. Objectives: Students will

1. Know that all medicines are considered to be drugs.
2. Identify persons who may give them medication.
3. Explain reasons for asking adults before using unknown substances.

4. Identify proper storage areas for medicines and other unsafe items.
5. Recognize that poison signs indicate danger.

IV. HUMAN SEXUALITY/FAMILY LIFE

A. Goal: Students will understand the natural progression of development in the human life cycle.

B. Objectives: Students will

1. Discuss the idea that all living things come from living things and they grow, change, and die.
2. Discuss the concept that males and females are different.

C. Goal: Students will recognize a variety of family structures and their own role with the family.

D. Objectives: Students will

1. Name ways family members can be helpful to each other.
2. Name ways families change (birth, divorce, death, moving and adoption).
3. List how families meet the basic needs of members.
4. Name safe and unsafe relationships/behaviors within the family and list appropriate resources for help.

V. NUTRITION

A. Goal: Students will recognize that food is necessary for growth, energy and health.

B. Objectives: Students will

1. Name the four food groups.
2. List the components of a balanced meal.
3. Explain the importance of having a healthy breakfast.
4. List a variety of healthy snacks.
5. List appropriate eating behaviors.

VI. FITNESS

A. Goal: Students will become aware of the relationship between fitness and health.

B. Objectives: Students will

1. Recognize that physical activity can be fun.
2. Define muscles.
3. Define exercise.
4. Define warm up and cool down.
5. Define rest and sleep and describe why each is important to our health.
6. Identify heart beat and how it is affected by exercise.

VII. SAFETY AND FIRST AID

A. Goal: Students will recognize rules and procedures for safe living.

B. Objectives: Students will

1. Identify hazards and safety rules for school, bus, auto, and pedestrian safety (including seatbelts).
2. Name what to do in an emergency and the people or places where help is available.
3. Name the differences between good and bad touching.
4. Name the safety helpers in the community.

VIII. DISEASES AND DISORDERS

A. Goal: Students will understand the characteristics, causes, and prevention of disease.

B. Objectives: Students will

1. Define wellness and illness.
2. List individual habits which are significantly linked with personal health.
3. Identify how good health habits will help prevent disease.
4. Identify symptoms of illness.

IX. CONSUMER HEALTH

A. Goal: Students will be made aware of health information, products, and services.

B. Objectives: Students will

1. Name health products people commonly purchase.
2. Name workers whose jobs are to help people stay well and identify services they provide.

X. COMMUNITY AND ENVIRONMENTAL HEALTH

A. Goal: Students will understand the relationship between the environment and health.

B. Objectives: Students will

1. Name kinds and causes of pollution.
2. Explain how people work together to solve problems.
3. Name community and environmental workers who help to protect our health and environment.
4. Name products which can be recycled and reasons for doing so.
5. Name sources of litter and ways to solve the litter problem.

THE LANGUAGE ARTS PROGRAM

An individual's ability to use symbolic language for communication purposes is probably the most essential skill in learning. Without it the source of information remains locked and thinking is restricted. This explains, in part, why language arts hold such a prominent place in the school curriculum, beginning at the earliest level, be it nursery school or kindergarten.

Facility in language develops from constant exposure to its symbols plus opportunity to use them. This is the reason parents and adults are urged to keep up a regular chatter or prattle with children from the time of birth. Even when it seems that the child is too young to be aware, he/she is learning and is encouraged to try out sounds. From this trial use and the adult's interpretation, he/she learns to assign meaning to a particular sound or pattern of sounds.

For example, a parent's consistent talking with the baby brings about a "cooing." The baby not only enjoys hearing and making this sound but likes getting the recognition of others. As the child continues to experiment with his/her voice, lips and tongue, he/she changes the sound pattern to something that resembles "da-a-a." When the fond father appears and responds, "Da da is coming. Da da!," the child learns to associate the male figure with this particular response.

In similar fashion, words are learned; but, if the child receives no encouragement in this learning, speech suffers. A child entering the kindergarten generally was a vocabulary of around 2,500 words and has the facility for putting words into patterns to express thoughts or ask questions. The child has acquired concepts and information that are basic to communication from:

- Hearing the language
- Having first-hand experiences
- Using the language to express ideas and to ask questions

In short, the child has learned to converse.

The kindergarten program builds on the language the child brings to school, whether it is limited or enriched, socially acceptable or crude. The teacher knows that language develops as a person gains ideas and feels a need to express them. The child is encouraged to practice language and improve his or her ability to communicate.

Children who frequently have stories read to them will begin to associate the printed word with spoken language. Often they will experiment with "writing" by scribbling on paper or whatever else is available. This "writing" gradually becomes more sophisticated as the child develops ideas about phrases, words, and the alphabetic principle. At some point the child will be able to "read" the scribble writing to the teacher. Then the connection between spoken and written language is firm in the child's mind.

The kindergarten program builds on the literacy experiences the child brings to school, be they limited or enriched, socially acceptable or crude. The kindergarten teacher encourages interest in literature, talking and beginning writing or scribbling, because he or she knows that communication develops from practice and as a person feels a need for expression.

This means that language arts is two faceted: content (what one communicates about) and practice with language.

Content comes from experiences such as:

Informal conversations
Classroom discussions
Poems, rhymes, fingerplays
Stories
Resource materials
Films, filmstrips, videos
Drama
Field trips
Play experiences

Practice is achieved through:

Listening
Conversation
Discussion
Reporting
Telling a story
Reading
Scribble writing, then "reading" it to someone
Dramatizing
Language games
Singing
Giving directions
Observing social amenities
Delivering a message
Inventing spelling

An abundance of child-initiated and teacher-initiated natural language experiences should be integrated throughout the day; listening to quality literature, dictating stories, seeing print in use, communicating with adults and peers, "reading" at whatever level has been attained by the five-year old and taking field trips.

The teacher should take advantage of the child's inclination to play with language and incorporate it into literacy learning. The teacher must accept the language that the child brings to school and encourage successive improvements.

In detail, this practice includes:

I. LISTENING TO

Each other	Sounds/Music
Records	Directions
Stories	Announcements
Poems and rhymes	Films
Discussions	Tape recordings

For the purpose of:

- Abstracting central or important ideas
- Noting relationships and sequence of events
- Discovering feelings and actions of people or characters
- Securing sensory images
- Organizing ideas for retelling
- Hearing and discriminating sounds in language; i.e., rhymes, beginning sounds
- Developing more precise and enriched vocabulary
- Learning the order of words in a sentence
- Improvising sentence patterns
- Making critical judgments
- Sharing the ideas of others
- Clarifying personal thoughts and concepts
- Discovering ways to solving problems
- Adding to the knowledge the child already has

II. CONVERSATION

About:

- Birthdays
- Family events
- Illness, fears or personal concerns
- Experiences in and out of school
- New items in the room
- Visitors
- Unexpected or interesting happenings
- A new toy or pet
- A national event
- TV program or advertisement
- Any subject of interest to the children

During:

- Work and play
- At snack time
- In the cloak room
- In the centers of interest
- At dismissal
- In the playhouse
- As children arrive
- At the tables
- On the playground

With:

- The teacher
- One child
- Several children
- A large group
- A parent
- A visitor
- The principal
- Any school personnel

III. DISCUSSION ABOUT

- Daily plans and procedures
- Excursions and field trips
- Emotional reactions to an event
- Classroom problems
- The appearance of objects
- Care of materials and equipment
- Planned units of study
- Likes and dislikes
- Unexpected events or change of plans
- Health and safety
- "Timely topics," whatever they may be

IV. REPORTING ABOUT

- A unit of study
- An event at home
- Local or national news
- How to do something
- Discoveries on field trips
- Reactions to an excursion
- A lost-and-found item
- The date and plans for a future event
- Incidents on the way to school
- A special experience

V. TELLING A STORY THAT

- Someone told or read
- Is original
- Adds to a subject of general interest
- Is seasonal
- Has an unusual focus
- Is an old favorite
- Has a deep-rooted meaning for the child

VI. DRAMATIZING THROUGH

- Favorite poems, fingerplays, rhymes or stories
- Role-play of people, situations or events
- Puppets; i.e., stick, paper bag, paper plate, stocking, finger, etc.
- Interpretive movement to express moods and emotions
- Charades or pantomime
- Choral speaking

VII. LANGUAGE GAMES FOR VOCABULARY ENRICHMENT AND CONCEPT DEVELOPMENT

- Role play of expressions such as:

  "Tall and straight"
  "Limp as a rag doll"
  "Wiggly as a worm"

- Acting out words such as, "jostle, crunch, sway"

- "Let's Pretend" games; i.e., "Let's pretend we're on a magic carpet...; Let's pretend we're all as tiny as mice..."

- "New Words For Old Games"

  Introduce new words in daily conversation
  Call attention to unusual words a child or visitor has used
  Recall new vocabulary words in film, filmstrips and on TV
  Describe the day as not just "rainy" but "dreary, drippy, wet, sloppy, miserable, etc."
  Find words that have similar meanings; i.e., big, large, huge, enormous, gigantic, etc.
  Exchange an English word for a foreign one when necessary

- Rhyming Words Games: "I know a word that rhymes with...; i.e., ball, ring, fun, play, etc."

- Beginning Sounds Games: "I know a word that begins like...; i.e., ball, sing, kite, etc."

- Improvement of speech sounds through many games

VIII. CREATIVE EXPRESSION

- Let children
  - Make new words
  - Create silly jingles
  - Draw nonsense pictures and describe them
  - Tell how they feel or what they see in their own unique fashion
  - Start a story
  - Complete a story
  - Decide on their own tasks
  - Suggest unusual solutions to problems

- Asks children to react to specific words: i.e., mother, father, fun, eat or any other word that might bring a varied response

- Gets the children to think about novel ideas: i.e.,

  "What is red..."
  "So many things are blue..."

- Discusses a visit to a store or other building in expanded fashion:

  Ways children might have traveled there; i.e., walk, ride, run, skip, march, hop, strut, etc.
  The parts of the building; i.e., floors, ceilings, aisles, counters, showcases, lights, entrances, exits, etc.
  The different kinds of people the children saw on the way; i.e., by occupation - clerk, mail carrier, garbage collector, taxi driver, police officer, etc.: by age or size - baby, little girl, big brother, grandmother, a parent, etc.
  The weather they experienced; i.e., cold, clear, lovely, cloudy, windy, etc.
  What they could have purchased in the building
  What other buildings are in the town
  Occupations of the workers they saw

VI. SINGING FOR (Discussed under FINE ARTS)

- A game
- A task
- A place
- A method
- A solution
- A rule

X. DELIVERING A MESSAGE TO

- The principal
- The teacher
- Parents
- Another child

XI. OBSERVING SOCIAL COURTESIES WHEN

- Playing
- Greeting visitors
- Working with others
- Answering the telephone
- Arriving or departing

XII. WRITING

To improve:

- Small muscle control
- The child's understanding of the necessity for and the uses of writing
- Eye-hand coordination
- The child's interest in writing

Through:

- Manipulative activity of all kinds, indoors and outdoors
    - Playhouse activities
    - Simple table games
    - Rhythmic activities; body responses
    - Manuscripting own name (if he/she wants to)
    - Writing simple labels or signs
    - Signing cards or letters
    - Writing what he/she wishes
    - Scribble writing
    - Block play
    - Practice with wrist and hand strengthening devices
    - Art activities:
        - drawing
        - painting
        - cutting
        - pasting
        - sawing
        - hammering
    - Copying letters or words seen around the room
    - Inventing spelling
- Functional preparation for writing
    - Dictating letters and stories
    - Recognizing his/her own name
    - Enjoying charts and displays
    - Making signs for and decorating the bulletin board
    - Creating invitations
    - Labeling personal locker
    - Addressing and signing letters or cards
    - Scribble writing and reading the story to an adult

Recognizing that there will be a wide range in the language abilities of any kindergarten class, the teacher must be ready for the non-communicative child and the advanced child who knows that meaning can be expressed in written language.

Teaching must be individualized. Kindergarten, with its large, informal blocks of activity time, lends itself well to a one-child-to-one-teacher relationship. During the period of free choice, the teacher has an excellent opportunity for direct teaching with a single child at the level that child is operating.

Certain language arts skills, can be learned equally well in group situations. To be practical, the teacher may work with individuals, small groups or the total class in any language experience.

In all such activities, direct teaching and informal learning situations can be used to assure:

- The acquisition of new ideas and words
- The clarification and accuracy of concepts
- The development of listening, speaking, reading and writing skills

It seems important to re-emphasize that facility in language comes only from practice and practice comes only from being allowed and encouraged to talk. Silent children in silent classrooms cannot develop fluency in speech. It is the teacher's continuing task to:

- Arrange experiences that foster verbal reaction
- Plan opportunities for the learner to talk to
    - One friend - teacher or child
    - A small group
    - A large group
- Encourage each child to use the new vocabulary he/she has acquired
- Help every child to improve in all communication skills, verbal gesture, body movement and facial reactions.

By the same token, if children are to develop satisfactory listening skills, they need a good model. The teacher, therefore, must be sure to:

- Listen thoughtfully
- Look at the speaker
- Compliment good listeners
- Overlook distractions
- Let a child talk without correcting grammar
- Avoid repeating responses
- Let children restate and clarify

IDAHO COURSE OF STUDY GUIDE FOR KINDERGARTEN LANGUAGE ARTS

Goal 1. The students will function effectively in a variety of oral communication situations.

The students will:

a. Listen to literature and express thoughts about it.
b. Use descriptive language to talk about experiences and ideas.
c. Relate a sequence of events.
d. Share ideas in a group setting.
e. Assume the role of both listener and speaker in formal and informal settings.
f. Develop precise and enriched vocabulary through observations and discussions.
g. Participate in role playing.

Goal 2. The students will use written language for a variety of purposes and audiences and in a variety of forms.

The students will:

a. Experiment with and invent writing to record ideas and thoughts.
b. Experience written language in a variety of functions: letters, experience stories, labels and signs
c. Share ideas "written" on paper with other children and adults.
d. Recognize printed material as a product of an author's experience or imagination.
e. Write for personal enjoyment.

Goal 3. The students will develop increasing awareness and use of the conventions of written and spoken language.

The students will:

a. Understand that writing or print is a way of communicating.
b. Practice using spoken language to communicate in the classroom, as well as other life situations.
c. Develop sound/symbol associations.
d. Experiment with using written symbols to communicate.
e. Develop an awareness the alphabet and its function.
f. Recognize a word as a unit of meaning.
g. Recognize and write own names.
h. Dictate letters and stories to be written by an adult.

Goal 4. The students will experience, appreciate and respond to language and visual media.

The students will:

a. Experience an abundance of traditional, classical and current children's literature.
b. Play with language in verbal chants, rhymes, alliterations, etc.
c. Approximate written language in play situations.
d. View, discuss and evaluate literature and drama.
e. Roleplay life situations, stories, fantasies.
f. Express their personal reaction to literature, film, drama.
g. Respond to literature through music, art, movement and drama.

Goal 5. The students will develop the ability to analyze, interpret and evaluate oral or written language.

The student will:

a. Note details in a literary or artistic work.
b. Make predictions about what will happen next.
c. Identify the main character of a story.
d. Retell a story or event in proper sequence.
e. Use past experiences and present knowledge to interpret literature and visual media.
f. Formulate questions to clarify the meaning of visual or oral communication.
g. Discuss differences between fantasy and reality.

Goal 6. The students will use language arts to gain, express and apply knowledge in a variety of contexts.

The student will:

a. Become aware of the use of language in the world of work.
b. Use language skills to record information.
c. Use language to gain new information.
d. Use language appropriately in responding and relating to other children and adults.

MATHEMATICS IN THE KINDERGARTEN

Mathematics is the overall science of dealing with the relationships of quantity, measurement and properties. In the kindergarten, the development of these concepts occurs largely as an integral part of all other activities. From the abundant materials, situations and experiences in an active kindergarten, the competent teacher abstracts those learnings that are mathematical and have relevance for five-year-olds. In addition, the teacher plans for a variety of number situations to ensure that discoveries and concepts occur in quantity and quality. The teacher also makes these first mathematical experiences realistic and enjoyable by providing the children with a variety of manipulative materials and guiding them in their use.

Many of today's kindergarten children have been exposed to the world of numbers via television, telephone numbers, allowances and family shopping. They bring with them varying concepts of numbers. For this reason, today's teacher has a unique role. The teacher must:

1. Assess each child's personal awareness of numbers since every child has his/her own level of mathematical understanding. One child may comprehend only what two things are; another may comprehend what two hundred things are and ways of using them.

2. Diagnose each child's individual competencies and readiness for further mathematical learning.

3. Add those experiences that will develop additional concepts.

Whether number activities are planned or incidental, certain experiences occur in any good kindergarten. Through these experiences, the teacher continually assesses each child's development level and then provides for individual needs. The teacher also encourages the development of numerical concepts by surrounding the child with mathematical devices and giving ample opportunity to use them.

Such materials may include:

- An abacus
- A number of lines on the wall or floor
- Sets of picture cards
- Sets of number cards
- Sets of numerals
- Individual flannel boards
- One large flannel board
- Sets of felt cut-outs
- Geometric figures of felt, wood or cardboard
- Individual slates
- Chalk
- Boxes of beads, buttons, stones or beans for counting
- Bingo or Lotto Cards
- Dominoes
- Numbered blocks
- Simple number games and puzzles
- Weights
- Clock
- Scales
- Measuring cups and spoons
- Other sizes of measuring containers
- Tape measure
- Measuring sticks

Whatever their level of understanding, children can be helped through; games, observations, discussions, discovery and use of "things." The children develop initial or extended concepts of:

Quality
Place
Distance
Numerals
Ordinals
Number

Shape
Size
Speed
Relationships
Simple mental computations

Temperature
Weight
Height
Sets and Subsets
Grouping
Counting

During the year, the average kindergarten child should have experiences with, and show some facility in, the following areas:

I. COUNTING

- Counting objects to ten or more:

Milk bottles
Straws
Cookies
Books
Pictures
Characters in a story
Pegs

Napkins
Girls
Dishes
Crayons
Papers
Objects on a page
Toys
Items in a collection

Blocks
Boys
Dominoes
Flannel board cutouts
Children in a game

- Understanding ordinals (first, second, third, etc.):

First name, last name
First grade, second grade, etc.
First in line, second in line
First day of the week, fifth day of the week
First song, third song, last song
Directions given in sequence
Second row, fourth row
Group experiences retold in order

- Finding one-to-one correspondence in the classroom:

One coat; one child
One box; one child
One bottle of milk; one child

One cookie; one child
One chair; one child
One locker; one child

II. GROUPING AND SETS

- Knowing that a set may be a group of similar objects or a collection of different objects:

  Different (dog, child or wagon)
  Similar (group of boys or herd of sheep)

- Understanding sets from two to ten:

  Pairs, twins
  Parts of the body (arms, legs, feet and eyes)
  Couples in games and dances
  Sets of wheels on movable toys
  Sets in stories (Three Bears, Five Chinese Brothers)
  Groups of children
  Piles of beads, pegs and blocks
  Groups of pictures or books
  Symbols on the calendar (set of sunny symbols, rainy symbols)
  Objects on the flannel board
  Sets in clothing (shoes, gloves, socks and mittens)

- Recognizing, on-sight, sets from two to six

- Seeing differences and similarities in sets

III. NUMBER SYMBOLS

- Beginning to recognize number symbols from zero to ten:

  Dates on calendar
  Ages
  Clock numerals
  Flash cards
  TV signs
  Addresses
  Telephone numbers
  Number games
  Number puzzles
  Newspapers, magazines and comic books

IV. TIME

- Beginning to understand this abstract concept through observation, conversation and functional experiences such as:

  It's time to go home.
  Our clock says nine o'clock; it's time to begin.
  It's time for a story.
  We arrived early today.
  When the snow stops, we will go outside.
  Ten o'clock - snack time!
  Could you work a bit faster, we haven't much time.
  You will soon be six-years-old.
  Next year, you will go to the first grade.
  It's time to clean up.
  You may play a little longer.
  I go to bed after my favorite TV show.
  When both hands reach the twelve, it will be time for lunch.
  When we go out to play, what time does the clock say?
  Tomorrow is our party.
  Yesterday was a rainy day.
  Today, a new year begins.
  How many days are on the calendar?
  Yesterday was Monday; today is Tuesday.
  On Saturday and Sunday, we sleep longer.
  In two days, it will be vacation time!
  It's almost time to go.
  Today, we must finish what we started yesterday.
  This afternoon, we will have a treat.
  When is your birthday?
  Let's mark our holidays on the calendar.

V. MEASUREMENT

Beginning to understand linear measurements through experimentation with:

Measuring sticks, tape measures, varying lengths of string and wood
Comparison of sizes of objects; i.e., dolls, balls, blocks, pencils or children
Measuring distances of jumps, hops or bean bag tosses
Playing "Kangaroo Hops, Bunny Hops, Baby Steps and Giant Steps"
Using vocabulary such as:

big
little
more
many
line
height
wide
narrow
large
larger
near
high

higher
highest
short
shorter
shortest
as short as
big
bigger
biggest
small
smaller
smallest

far
farther
farthest
tall
taller
tallest
long
longer
longest
as long as
as wide as
as many as

Beginning to understand liquid measure through:

Planned cooking activities
Incidental water play activities
Use of various sizes of measure
Using vocabulary such as:

more
less

enough
as much as

most
least

Developing an understanding of weight through:

Observing various objects and guessing which is the lighter or heavier; i.e., feather, brick, stone, balloon, lollipop, full or empty milk cartons.
Lifting objects to compare weights
Using kitchen scales to measure the objects and other items such as:
Box of matches
Sack of flour
Pound of candy
Loaf of bread

Using large scales to weigh children

- Recognizing the thermometer as a means of measuring temperature through its use:
    - In cooking
    - Outdoors
    - In television and radio reports
    - On furnaces

- Noting differences in temperature:
    - Indoors
    - Outdoors
    - In the refrigerator
    - Near the radiator
    - At the window
    - On the floor
    - In various rooms of the school
    - In hot or cold water

- Beginning to use fractions through functional uses such as:

    - Folding papers in half
    - Dividing papers into four equal parts
    - Dividing paints into two or more jars
    - Dividing children into equal groups for games
    - Cutting apples into halves and/or quarters
    - Breaking a cookie in half
    - Filling a glass half full
    - Talking about all, most, half, a little or a part of
    - Asking half the class to sing one song and the other half of another
    - Coming to school half a day

VI. MONEY

- Identifying penny, nickel, dime or quarter

- Gaining some sense of cost through:

    - Playing "store"
    - Using real and play coins
    - Discussing charts of coins; i.e., a nickel will buy the same as five pennies
    - Going to the corner store to buy:
        - Straws
        - Cookies
        - Seeds
        - Decorations
        - A jump rope
        - Popcorn
        - Candy
        - A pumpkin
        - Valentines
        - A get-well card

    - Buying a ticket for a train trip
    - Visiting the Post Office to purchase stamps for letters, cards or packages
    - Paying for milk and lunches
    - Paying admission to children's theaters, special movies and programs
    - Spending allowances

VII. FORMS AND SHAPES

- Recognizing basic geometric shapes:
    - Circles
    - Rectangles
    - Triangles
    - Squares
- Understanding such shapes through the use of:
    - Paper
    - Blocks
    - Toys
    - Rhythm instruments
    - Games and game formations
    - Pictures
    - Felt cutouts
- Finding geometric shapes in the kindergarten room:
    - Floor tiles
    - Windows
    - Clock
    - American Flag
    - Wall blocks
    - Furniture tops
    - Lockers
    - Toys
    - Doors
    - Lights

VIII. SPACE

- Demonstrating the meaning of spatial vocabulary:
    - Inside, outside
    - In, on
    - Over, under
    - Near, far
    - Next to, between
    - Top, bottom
    - Middle
    - First, last
    - Above, below
    - Beside, aside of
    - Next to last
    - Within
- Explaining space through dramatic play of the imaginary:
    - Boats
    - Cars
    - Rockets
    - Airplanes
    - Jets
    - Swings
    - Seesaws
    - Merry-go-rounds
- Getting a feeling of space through:
    - Twisting
    - Twirling
    - Jumping
    - Running
    - Skipping
    - Dancing
    - Swinging
    - Climbing

IDAHO COURSE OF STUDY GUIDE FOR KINDERGARTEN MATH

The Idaho Course of Study Guide for Elementary School Mathematics includes these goals and objectives for kindergarten:

I. PROBLEM SOLVING AND APPLICATIONS

A. Goal: Students will be aware of problem solving strategies and be able to apply such strategies to problems.

B. Objectives: Students will

1. Learn to identify problems, develop strategies to solve them, and explore applications to real life situations.
2. Experience problem solving by patterning, classifying, graphing and estimating.

II. WHOLE NUMBERS AND OPERATIONS

A. Goal: Students will have experiences with the whole numbers 0-10.

B. Objectives: Students will

1. Use manipulatives to count objects to 10 or more, find one to one correspondence, understand ordinals 1st, 2nd, etc., recognize numerals to 10 or more, and group sets from 2 to 10.
2. Have experience writing numerals 0-10.

A. Goal: Students will have experiences with comparisons of numbers.

B. Objectives: Students will

1. Use manipulatives to match and compare sets of objects.

III. RATIONAL NUMBERS AND OPERATIONS

A. Goal: Students will experience fractions through functional uses.

B. Objectives: Students will

1. Divide objects to show equal or unequal parts.
2. Use the terms: All, most, half, a little, part of, etc., when discussing their experiences.

IV. MEASUREMENT

A. Goal: Students will experiment with measurement.

B. Objectives: Students will

1. Use non-standard measurement materials to measure objects in their environment.
2. Compare sizes of objects in their environment and use appropriate vocabulary to describe them.
3. Estimate the measurement of objects.
4. Develop an awareness of time through calendar experiences, the sequence of a day, and a year's activities.
5. Have experiences recognizing and using a penny, nickel and dime.

V. GEOMETRY

A. Goal: Students will have experiences recognizing and naming geometric shapes and objects in their environment.

B. Objectives: Students will

1. Identify the plane figures, circle, triangle, square and rectangle as they appear in the environment.
2. Differentiate between plane and solid figures.
3. Begin to use vocabulary of spatial relationships.

VI. TECHNOLOGY

A. Goal: Students will have supplemental experiences with technology when available and appropriate.

B. Objectives: Students will

1. Have supplemental experiences with computers and other technological devices.
2. Always experience mathematical concepts at a concrete level prior to introduction of technological devices.

VII. CAREER AWARENESS

A. Goal: Students will develop an awareness of different careers which use mathematics.

B. Objectives: Students will

1. Be exposed to different careers through role playing, field trips, people and other community resources.
2. Have opportunity to solve problems related to real life situations and careers.

SCIENCE IN THE KINDERGARTEN

To the young child, every day is a wonderful new experience. The child:

- Looks at and feels the sun, rain, wind, sand, mud and water
- Questions light, darkness, quiet, shadows, places, animals and sound

To all this and more, five-year olds react with joy, fear, excitement or simple curiosity and, with the help of a perceptive adult, begin to understand what is going on around them so that someday they can relate it to the more distant and complex.

In the kindergarten, each simple experience leads to a new experience and expands the child's range of awareness. These experiences also encourage the child's natural inquisitiveness so that basic scientific concepts can be achieved without formally introducing science to the class. It has been said that children, above all others, have the true spirit of scientific investigation. They are open-minded and nothing is too trivial for them to investigate. In addition to the usual probing children do, it is suggested that some science activities be planned to foster a new consciousness of the world and its wonders.

The kindergarten helps children to better understand the environment in which they live. They exercise their ability to:

Observe
Predict
Classify
Measure
Infer
Communicate

In a selected area of the room, usually called "The Science Corner," children are encouraged to use equipment and materials for their own observation. Frequent changing of items in the corner helps to stimulate continued interest.

The science area may include:

Aquarium and supplies
Terrarium
Cages for small animals
Hot plate
Prisms
Funnels
Measuring devices
Collections of all kinds
A place for all the odds and ends children gather
Seeds and buds
Jars
Hinges
Pulleys
Magnets
Balloons/pump
Magnetic compass
Thermometer
Area for posters and pictures
Tuning fork
Soil
Sand
Stones
Containers
Magnifying glasses
Gardening supplies
Barometer
Types of weight
Scales

Resource books and encyclopedias should also be available to the kindergarten. When children ask questions that the teacher cannot answer, the books provide an excellent opportunity for demonstrating to the children where information can be found. The practice of "Let's look it up!" begun at the age of five, provides a foundation for lifelong habits of investigation and research.

In kindergarten science, the teacher's role is "many-faceted." The teacher helps each child to:

- Understand concepts that are inherent in each experience
- Use his/her wonder and curiosity freely but wisely
- Make discoveries and relate them to previous knowledge
- Solve simple problems through making inferences, generalizing and reaching possible conclusions

The teacher also helps the child to:

- Appreciate the interrelationships of all life
- Be aware of order in nature
- Learn that he/she can make use of his/her environment for the improvement of their own lives and those of others.

Although there must be more teacher direction at the kindergarten level, the emphasis is still on the discovery approach and on "learning by doing." With young children, this laboratory-oriented method may stymie the group at first, but excitement grows as the teacher skillfully gets the class to really "look, try out and find out."

The use of the processes of science is the first concern in kindergarten science. Concept development relevant to the child's level of understanding is the second concern. The kindergarten is particularly adapted to this approach since:

- Less material is covered and kindergarten children usually move at their own rate
- More facilities are needed, but simple equipment is easily available to every classroom

Emphasizing "the big idea" in concept development is an important aspect in science for five-year-olds. When talking about growing things, for example, an idea might be "Plants Grow at Different Rates." To prove this concept, the children may place three or four plants near the window and then hypothesize, "How tall will each plant be in 20 days?" Their goal is to note different sizes in the same growing time.

Although many authors tend to propose rather sophisticated concepts for children, it seems more pertinent for kindergarten teachers to follow these suggestions:

- Choose *simple* subjects
- Carry through with *simple* activities
- Edit plans for dangerous processes; use of ammonia is questionable for five-year-olds
- Eliminate sophisticated concepts except for exceptional children
- Arrange activities in order of difficulty

As suggested, the simple things that every kindergarten class discusses include:

Apples
Fog
Eggs
Babies
Stones, rocks
Sand
Soil
Sun
People
Fire
Farm
Machines
Corn
Clouds, storms

Leaves
Flowers
Birds
Seeds
Plants
Shells
Pets
Fish
Weeds
Weather
Caterpillar (butterfly)
Stars, sky
Airplanes

Thermometer
Snow, ice
Magnet
Water
Wind, air
Food
Health
Sounds
Bugs
Seasons
Animals (wild or domestic)
Pumpkins
Rockets

As these subjects arise during the year, the children and teacher may work together to develop the following concepts through the suggested, or similar activities. Again, it must be stressed that, because of individual differences, there will be varying levels of understanding and growth.

The recommended method for developing a concept involves questioning, forming an idea, making observations and drawing conclusions. This is the scientific or problem-solving approach and usually follows the following:

1. What do we want to find out? (Do plants "drink" water?)
2. What can we do to find out? (Put a white Carnation or a Queen Anne's Lace in a glass of colored water. Let it stand overnight.)
3. What do we see happening? (The colored water is going up the stem. The flower is turning the same color as the water.)
4. What does this tell us? (Plants *do* drink water.)

The next page summarizes the concepts to be *considered* in kindergarten, followed by some activities which may lead youngsters to discover these concepts.

Subject: PLANTS

Plants need water	Get two plants Put fresh flowers in a vase with water; put other flowers in a vase without water; watch
Plant leaves turn toward the sun	Place a plant in sunlight; let it stand for two weeks; turn it around and see what happens
Most plants need sunlight	Put one plant in the sunlight; put another in a dark corner or closet; watch daily
Some plants change colors in the sunlight	Place a coleus in the sunlight; watch leaves change color
Plants need food	Force early spring blossoms; i.e., Forsythia, by putting sprigs in water; watch blossoms sprout. Note how blossoms die because water is not enough food. Blossoms need mother plant to make new food to continue growth
Plants need warmth to develop and flower	Watch bush outdoors; bring in several sprigs of the bush; let them blossom and compare the sprigs with bush
Plants need air	Put a small plant in one bottle without a lid; another in a second bottle with a lid; do not remove the lid; watch results
Most plant roots grow downward	Put wet cotton in glass jar; place seeds, i.e., lima bean, on cotton; keep watered; watch roots grow downward
Plant roots grow around things that get in their way	Put wood or stones in a jar of soil; plant seeds near the obstacle; watch roots grow around or over them
Plants grow from many things	Use cuttings, seeds or bulbs; i.e.: Carrot tops Potatoes Onions Leaves

	Seeds, i.e.; geranium sprigs flowers, grapefruit, avocado or apple
Plants provide food for people and animals	Eat plant foods that: Grow below the ground, i.e.; Potatoes Beets Carrots Turnips Parsnips Onions Peanuts Grow above the ground, i.e.; Tomatoes Lettuce Cauliflower Watercress Rhubarb Celery Cabbage Parsley Peppers Strawberries Grow in pods, i.e.; Beans Peanuts Peas Grow on trees, i.e.; Apples Bananas Pears Peaches Plums Apricots Cherries
Plants reproduce themselves	Save seeds from a Halloween pumpkin: plant in a large jar of soil Plant many different bulbs, garden seeds, acorns or grass seed; watch new plants grow

Subject: AIR

People and animals need air to live	Ask children to hold their noses and mouths shut; discuss reaction
Air pushes things	Put paper on a table; turn on electric fan in direction of paper Go outside on a very windy day; feel the air push
	Put pin wheel in the room ventilator
Air has weight	Put a flat balloon between two blocks of wood; blow up the balloon; watch the weight of the air in the balloon lift the blocks
Air evaporates moisture (dries things)	Wash some doll clothes; hang them in the air
Air takes up space	Put a dry tissue or hanky in a glass; invert in a bowl of water; the air keeps the tissue dry
Air lifts things	Fly a kite on a windy day
	Hold a streamer in the air on a windy day
	Watch airplanes in the sky
Air moves	Spray an aerosol freshener in one corner of a room; smell the odor as it moves to the other corners
	Watch smoke in the air
Moving air is wind	Toss a hat into the wind Watch the leaves twirling Note clothes dancing on a line See hair blowing in the wind
Air has moisture	Put ice cubes into an aluminum cup or tumbler; watch moisture form on outside of container
	Breathe on a pane of glass or mirror; see moisture

Air (oxygen) helps fires burn	Put a candle in a jar; light it; watch it burn until all oxygen is used
Air has dust in	Watch the rays of the sun as they come through the window; note the dust particles
Air slows falling things	Make small parachute from a spool and a handkerchief; toss it in the air on a windy day and watch what happens
Water has air in it	Fill a bottle with faucet water; put the bottle on a window sill; watch the air bubbles rise to the top of the water

Subject: WATER IN EVERYDAY LIFE

Water has many forms	Freeze ice cubes
	Boil water to make steam
	Let steam flow into a glass container; watch it turn back into water
	Bring snow into the room; let it melt into water
	Gather hail, if possible
	Walk in the dew
	Note the frost on window-panes
	Watch icicles form and melt
Water has many uses (it helps people in many ways)	Discuss the uses of water in the following ways
	Cleaning Cooking Baking Scouting Sprinkling Skating Drinking Quenching (Fire) Bathing Painting Swimming

All living things need water	Give it to: Plants Animals Birds People
	Use the water experiments listed under AIR and PLANTS
Water expands when it freezes	On a very cold day; put two jars outside; fill both with water; put lid on one; when water in the covered bottle freezes, observe what it does
Water gets into the air by evaporation	Fill two measuring cups with water; put a lid on one; watch both cups daily to note the water line
Some things hold more water than others	Put water in a clear bowl; watch the water line before and after you put in a stone; do the same with a sponge, rubber and a piece of cloth; see which absorbs the most water
There is water in soil	Put soil in a jar; cover it tightly; note drops of moisture that gather in the jar
Water mixes with some things	Experiment with different powders; i.e., salt, sugar, baking soda or instant coffee; oil or syrup; note what happens
Some things will float in water	Try a piece of wood, a sponge, a stone, a feather or a plate

Subject: OTHER GROWING THINGS

There are many kinds of growing things: plants, animals and people	Let children bring plants and pets; i.e., birds and animals
Growing things need food, water and air	See plant experiment pertaining to food; have a breakfast party
	Make fruit salad; bake bread; make butter
	Feed your pets different kinds of food; i.e., plants, seeds, bugs and other animals
Growing things change as they grow older	Plant seeds, small plants and trees; watch them grow; observe growth changes in puppies, hamsters, etc.
	Measure the children in the beginning and at the end of school; compare
Growing things reproduce their own kind	To show children that living things have babies like themselves, i.e., hatch eggs, tadpoles; watch guppies and kittens being born
	Use experiments from study of plants

Subject: MAGNETS

Magnets attract objects made of some metals	Place a collection of items on a table; i.e., buttons, seeds, clips, baby pins, thumb tacks, pegs, crayons, wire, etc; let children see which ones the magnet attracts
Magnets attract through some materials	Put a piece of paper, a sheet of wood, plastic or a glass plate between the magnet and the objects listed above; see whether the magnet will still attract the items
There are different kinds of magnets	Provide a variety of magnets for children to see
Magnets are useful to man	Find magnets in the room; i.e., on doors, bulletin boards, magnetic toys and games

Subject: HEAT

The sun gives heat	Stand in the hot sun
	Feel the pavement in the heat of the sun
	Put a cold pan in the sun; let it stand ten minutes; feel it
	Put chocolate candy in the sun
	Put a candle on a tray; let it stand in the sun
We can make heat	Look at the school furnace
	Light a small fire outdoors
	Rub your hands together briskly
	Light a candle
	Breathe into your hands
Heat changes the form of some things	Cook applies into sauce
	Fry an egg
	Put milk on heat; watch it curdle
	Toast some bread
	Bake a cake
	Make bread
Heat dries things	Put a wet cloth on the radiator or ventilator
	Put a pan of mud in the sunlight
	Put a piece of bread on the window sill or radiator
	Wash you hands; hold them under a dryer

Heat is useful	Discuss heat in the home: Ironing Cooking Heating Healing Sterilizing

Subject: SOUNDS

Sounds are made by vibration	Call, sing, whisper, shout, put hands on throat and feel neck Strike a tuning fork; put it in water; watch Pluck a stretched rubber band or a stringed instrument Open piano; strike keys; watch the hammers Beat a drum Ring a bell Place a yardstick on a table with half extending over the edge; have children strike protruding edge; observe the movement called "vibration"
Sounds may be loud or soft, high or low, shrill or gentle	Turn up TV, radio or record player Sing loudly and softly Whisper, shout Stamp feet on floor rapidly, slowly Experiment with rhythm instruments
Sounds are everywhere	Listen to room sounds Tour the playground and identify sounds Walk around the block to discover street sounds Show filmstrip about sounds

Subject: WEATHER

We have many kinds of weather	Observe a sunny, cloudy, rainy, windy or snowy day
	Observe sky on each day
Weather helps and harms us	Discuss fog
	Take a walk after a light rain; a very heavy rain
	Watch a snow storm; discuss danger of driving as well as fun in snow Show filmstrips about storms; observe aftermath of a severe storm in a community
	Discuss need for many kinds of weather
Weather affects what we do	Show fiimstrips of summer activities; winter activities
	Discuss what children do on a sunny, rainy or snowy day
	Talk about how weather affects what parents do; i.e., when would the lawns be mowed?

Subject: MACHINES

Machines make work easier for people	Look at and use simple machines that people use: Can opener Mixer Nut cracker Needle Knife and fork Scissors Clothesline Sweeper Hammer Saw Vise Screwdriver Curtain rod Iron Mop Broom Dustpan Toaster Washer Dryer Automobile Jack Shovel Rake That we all use: Stairway Car Ramp Comb Doorknob Pencil Sharpener Toothbrush
Some machines are used for fun	Locate and demonstrate toy machines in the kindergarten: Trains Wagons Trucks Tricycles Doll carriages Wind-up toys Seesaw Roller Skates
Some machines give us comfort	Use a rocking chair Take an elevator or an escalator ride On a hot day, bring in an electric fan Make ice cream with a hand or electric freezer Turn on a faucet to get water

To assist the teacher, the following classifications of simple machines are listed. Children should not be expected to remember them.

Lever

Claw-hammer
Nut cracker
Can opener
Shovel
Seesaw
Crowbar

Pulley

Flag pole
Window curtains
Clotheslines
Tow Trucks

Screw

Automobile jack
Paper press
Piano stool
Vise

Inclined Plane

Stairway
Sloping boards
Hill
Slide
Ramps

Wheel and Axle

Doorknob
Roller skates
Pencil sharpener
Back wheel of a car
Bicycle

Wedge

Axe
Needles
Knives
Chisel

Subject: PETS

Many animals make nice pets. For short periods of time keep a variety of animals in the kindergarten; i.e., rabbits, mice, hamsters, gerbils, turtles and non-poisonous snakes.	
Occasionally allow cats and dogs to visit	
Keep an aquarium	
Bring a lamb to school	
Pets are alike and different	Look at and discuss their similarities and differences
	Take a walk to see pets that are not suitable for school
Pets are born and cared for in different ways	Hatch eggs; raise chicks
	Observe a mother cat and kittens
	Try to see guppies being born
	Watch a pony and it smother
Animals live in different places	See films and filmstrips of pets and their owners
	Take a walk to see dog houses, cages, pens and other houses for pets

IDAHO COURSE OF STUDY GUIDE FOR KINDERGARTEN SCIENCE

The Idaho Course of Study Guide for Elementary School Science includes these goals and objectives for kindergarten:

I. PROBLEM SOLVING

The kindergarten helps children to better understand the environment in which they live. They exercise these problem solving actions:

A. Questioning

Goal: The students shall ask answerable questions about nature.

Objectives: The student will

1. Note patterns, see similarities in objects.
2. Note similarities in events.
3. Note discrepant events; note exceptions to patterns; note unusual objects among groups of similar objects.
4. Seek information; use a variety of resources in seeking information about objects and events.

B. Collecting Data

Goal: The students will collect pertinent data from nature.

Objectives: The student will

1. Distinguish differences in physical properties of objects by direct observation.
2. Manipulate or change an object in order to expose its properties for observation.
3. Use instruments to aid the senses in making observations.
4. Inspect and group objects in terms of common measurable properties such as length, capacity, mass or weight.
5. Use non-standard measurement devices to compare lengths of objects.

C. Analyzing Data

Goal: Students shall analyze data.

Objectives: The student will

1. Use observations already made to predict new observations.

2. Use characteristics of objects to group them.

II. SCIENCE KNOWLEDGE TOPICS

The recommended method for developing a concept in kindergarten involves questioning, collecting data, analyzing the data, and when possible, explaining. The emphasis is on "learning by doing." The following topics may arise in the kindergarten class and lead to the development of understanding of science concepts and generalizations.

A. Baby Animals: The student will

1. Identify different kinds of animals.
2. Predict what baby animals will look like when they grow up.
3. Observe changes baby animals go through before they look like their parents.
4. Classify animals according to size, color, characteristics, etc.

B. Seeds: The student will

1. Identify seeds as a source of many plants which in turn produce seeds.
2. Sort seeds according to likenesses and differences.
3. Identify environmental conditions necessary for seeds to germinate and to grow.
4. Observe the sequence seeds go through to become adult plants.

C. Senses: The student will

1. Identify the five major senses.
2. Identify how each sense is used to collect information.
3. Classify objects using the senses.
4. Discover the importance of the senses.

D. Push and Pull: The student will

1. Observe that forces cause objects to move and that people cause some of those forces.
2. Discover that objects are moved by forces that push and by forces that pull.

3. Demonstrate that a force acting on an object can change its size and shape.
4. Explore the push and pull capability of magnets.

E. Weather: The student will

1. Identify major components of weather such as sun, wind and water.
2. Record basic weather data daily and identify patterns which emerge.
3. Identify the four seasons in a year.
4. Make inferential statements based on observations of the weather.
5. Compare one season to another.
6. Predict how weather affects the way people dress and what they do.
7. Describe how weather affects plant and animal life.

F. Hot and Cold: The student will

1. Classify materials by relative hotness and coldness.
2. Identify heat sources such as sun, fire, electricity and friction.
3. Describe changes produced by hot and cold.

G. Sink and Float: The student will

1. Predict and classify objects that will sink or float.
2. Demonstrate how weight and shape influence sinking and floating.

H. The Sky: The student will

1. Classify objects as those seen in the daytime sky and those seen in the nighttime sky.
2. Identify the sun as a star that produces a light and heat and the moon as an object that reflects light.
3. Classify objects seen in the sky as man-made versus reflectors, etc.
4. Identify how night and day relate to the sun, earth and our place on the earth.
5. Identify how day and night fit into man's measurement of time.

I. Shadows: The student will

1. Recognize shadows are dark areas created when an object blocks a light source.
2. Demonstrate that shadows change as the position of the source of light changes.
3. Predict shape and length of shadows as the light source changes position.

III. SCIENCE CONCEPTS

Kindergarten experiences build a foundation for understanding diversity, change, and cause and effect relationships.

A. Diversity

Goal: The student shall understand that natural phenomena have a wide variety of similarities and differences.

Objectives: The student will

1. Learn that organisms can be grouped by specific structures.
2. Learn that objects have properties that can be detected with the senses.
3. Learn that materials can be grouped according to their properties.
4. Learn that objects can be described by their measurable properties.

B. Change

Goal: The student will understand that our environment is constantly undergoing change.

Objectives: The student will

1. Understand the appearance of living things varies in different seasons.
2. Understand things grow, age, and change in form and activity.
3. Understand that the direction or speed of moving objects will change when force is applied.
4. Understand that as time passes, cold or hot objects change in temperature.
5. Understand that throughout each day,the apparent position of the sun changes.

C. Cause and Effect

Goal: The student shall understand that there is constancy in cause and effect relationships which makes change explainable.

Objectives: The student will

1. Understand that living things will reproduce their own kind.

IV. THE NATURE OF SCIENCE

Kindergarten students gain a beginning awareness of the study of science and the work of scientists.

A. Methods in Science

Goal: Students will understand that scientists use a variety of methods to solve problems.

Objectives: The student will

1. Understand that there are many kinds of scientists who work in different ways.

V. SCIENCE, TECHNOLOGY AND SOCIETY

Kindergarten experiences can be structured to bring gradual awareness of the interactions of science, technology, and society. Children learn how science and technology affect the way they live.

A. Science, technology and personal needs

Goal: The student shall understand that science and technology affect the way people live; in turn, people make changes in science and technology.

Objectives: The student will

1. Understand that developments in science and technology can improve or change the food we eat.
2. Understand that developments in science and technology can help people care for themselves.

SOCIAL SCIENCE IN THE KINDERGARTEN

The entire program of kindergarten is actually a study in social living. For this reason, much emphasis is placed on the skills and attitudes of working and playing with one another, and on such social learnings as:

Sharing
Taking turns
Developing independence
Accepting authority of adults
Respecting the rights of others
Recognizing the interdependence of all people
Assuming responsibility
Caring for personal and group property
Completing assignments and free choice activities
Showing consideration for others
Developing a wholesome self-image

To these learnings, early childhood experts are now suggesting that certain opportunities and experiences can be provided to develop simple social science concepts. It must be emphasized that no formal teaching in the social sciences should be imposed upon young children, but activities and experiences within the realm of their understanding may be used. Spodek, experimenting with concept development in the realm of time and distance, supports this by finding that:

- Kindergarten children have a wide background of information in areas previously considered inappropriate for children

- Kindergarten children deal with ideas over a long period of time, returning often to clarify and modify new information.

- Kindergarten children use a wide variety of materials and experiences in developing social concepts and ideas.

- Kindergarten children can begin to use the tools of the social scientist to learn about the world.

Actually, within the kindergarten many experiences occur that help children grasp the significance of changes which have taken place through time. Other activities begin to give kindergarten children some orientation to space, direction, people and places around the world.

Children are learning about history when they:

- Take trips to museums to see relics of the past
- Watch selected historical programs on TV
- View historical films
- Listen to stories from history
- Look at books of long-ago times
- Dress-up in old-fashioned clothing
- Examine family albums or photographs of ancestors
- Sing songs and play games that children of the past enjoyed
- Use customs from festivals of other lands; i.e., the Pinata
- Try some old-fashioned practices; i.e., husking corn or churning butter
- Discuss heroes, holidays or famous birthdays

They are learning about geography when they:

- Take a walk through their school building
- Find out where everything is in the kindergarten (make a simple map of the room)
- Make a map of the school grounds and their neighborhood area
- Take a trip; share pictures or souvenirs of that trip
- Observe the sun; feel the direction of the wind
- Handle the globe; want to know where they live on the globe
- Discuss geographic aspects of television programs; i.e., cowboys of the West; across the ocean; to the moon
- Talk about places both far away and nearby
- Read stories that emphasize directions; i.e., "East of the Sun and West of the Moon."
- Watch selected television programs of people and places
- Read magazines of geographic nature
- Look at travel posters of America and of foreign places
- See pictures of other lands; hear stories about them

They are learning about sociology when they:

- Develop the previously mentioned skills of social living
- Study about their families
- Learn how their school functions
- Begin to understand the operations of their community

They are learning about economics when they:

- Bring their milk money
- Play "store"
- Take walking tours of points of interest; i.e. stores and markets
- Build and operate a Post Office
- Visit a factory; i.e., a toy factory
- Buy something for a project; i.e., apples to make applesauce, cream to make butter or sugar to ice cookies

Plant a garden
Take good care of school property
Watch community helpers at work
Discuss occupations of parents
Visit the airport
Take a train or bus ride
Read selected stories on occupations
Share housekeeping duties, to illustrate the division of labor
Discuss the fact that families must work together
Talk about the weather and how it affects economics of an area ("If it rains, we cannot hold our school festival!")
Discuss the principle that everyone needs to work and that it is good to work
Demonstrate economy in use of crayons, paints and clay
Discuss how going to school affects the kind of work a child may do when he/she grows up
Understand that no one person can live without other people; all people are interdependent; see films or filmstrips to illustrate this principle

Early in life, children begin to be aware of economic principles through payday, allowances, their parents' jobs or relief checks. It must be remembered that five-year-old impressions and concepts of these experiences are fragmentary and somewhat fleeting. To avoid completely fragmentary learnings in any area of social sciences, the teacher will have to do the following:

. Capitalize on the "teachable moments" as they present themselves

. Plan, to some degree, the experiences that may help to develop such concepts

Since experiences tend to have deeper meaning when they are the result of interest in a particular subject, the following units are suggested as being pertinent to young children and their social concepts.

Children Around The World Go To School
Fun and Games In Many Places
Everybody Has a Home
Everybody Works
People In My Town
Families: How They Help Each Other
My School Family
Friends Near and Far
Let's Take A Trip
On My Vacation

IDAHO COURSE OF STUDY GUIDE FOR KINDERGARTEN SOCIAL STUDIES

The Idaho Course of Study Guide for Elementary School Social studies includes these goals and objectives for kindergarten:

I. SELF AWARENESS

A. Goal: Students will understand that every person is unique and has special needs.

B. Objectives: Students will

1. Identify ways in which they themselves are special.
2. Identify four emotions people have and describe situations which cause them.
3. Identify the five senses and investigate their use.
4. Correctly name and locate the major parts of their bodies.

II. GOVERNMENT

A. Goal: Students will understand that rules help people get along together and stay safe.

B. Objectives: Students will

1. Identify family rules and explain how they help.
2. Identify school rules and explain how they help.
3. Develop personal safety rules.
4. Identify and interpret safety oriented symbols and signs.

III. HISTORY

A. Goal: Students will understand that all life changes over time; that the past and present shape our future.

B. Objectives: Students will

1. Compare and contrast the way animals, insects and plants grow and change.
2. Identify ways in which animals, insects and plants change with the seasons.
3. Understand that time is measured in weeks, months and years.
4. Name in order the days of the week and months of the year.
5. Explain events which result in observance of national holidays.
6. Identify important people and they way they helped shape our history.
7. Investigate different methods of transportation; past and present.
8. Identify forms of communication; past and present.

IV. GEOGRAPHY

A. Goal: Students will understand that geographical and environmental conditions affect life.

B. Objectives: Students will

1. Identify and name kinds of weather.
2. Name the four seasons in order and describe the type of weather that characterizes each of them.
3. Identify four different geographic environments and some animals that are associated with them.
4. Recognize that the earth's rotation determines day and night.

V. ECONOMICS

A. Goal: Students will understand that each person is interdependent on other people for his/her needs and wants.

B. Objectives: Students will

1. Identify services provided by workers in the community.
2. Identify the universal needs of all people.
3. Recognize different ways people meet their basic needs.
4. Recognize that they must pay for goods and services received.

APPENDIX A

APPROPRIATE PRACTICES FOR IDAHO KINDERGARTENS

Appropriate Practices for Idaho Kindergartens

Developed with a Grant from
The National Association for the Education of Young Children
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Task Force Members

Project Director	**Project Secretary**	**Project Facilitator**
Judy French, Ph.D.	Margaret (Peggy) Clark	Evelyn Cairns
Associate Professor	Kindergarten Teacher	Elementary Consultant
Boise State University	Eagle Elem. School	State Department of Education
Boise, Idaho	Eagle, Idaho	Boise, Idaho

Ann James, Boise
Dr. Ron Bolinger, American Falls
Neta Knox, Rexburg
Laila Carson, Moscow

Paul Harman, Nampa
Kris Roy, Twin Falls
Dr. Marilyn Howard, Arco
Susan Zoller, Sandpoint

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Charles M. Grant, President	Rexburg
Roberta Fields	New Meadows
George Alvarez	Boise
Diane Bilyeu	Pocatello
Gary G. Fay	Twin Falls
Colleen Mahoney	Lewiston
J. Ray Cox	Coeur d'Alene
Jerry L. Evans, State Superintendent	Boise

Appropriate Practices for Idaho Kindergartens

Foreword

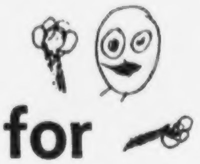
Idaho initiated its first public kindergarten programs in 1975. Today, few people would dispute the value of educating five-year-olds. At that age, children are curious, eager, and capable of learning. Most people believe that children who have had the benefit of a good kindergarten program will be more successful in subsequent school years; in fact, a good early childhood education program may reduce the number of social programs needed by nonproductive adults.

There is less agreement on what constitutes an appropriate educational program for five-year-olds. All schools feel pressured to teach more quickly and cover more information, and those pressures fall heavily on kindergartens. Today's children may have been exposed to experiences unknown to previous generations, and yet they have not changed their developmental patterns. A five-year-old child today has essentially the same capability and inclination as children that age have always had. As in the past, each child brings to kindergarten a unique native ability and a unique family experience. Kindergarten teachers face that developmental and environmental reality every day.

Credit for much of the work reflected in this document belongs to a Task Force whose charge was to examine current practice and to develop an Idaho Kindergarten Position Statement. The Task Force and hundreds of Idaho kindergarten teachers contributed to this paper. They carefully considered the nature of the five-year-old child and have identified the educational needs of children at this development level. In addition they offered a description of appropriate programs to meet those needs.

This paper should be read and pondered by every superintendent, every elementary school principal, every primary grade teacher, and every kindergarten teacher. It is intended to improve understanding of the developmental concepts that guide and control appropriate kindergarten programs. Better information means our children will be better served.

JERRY L. EVANS
State Superintendent
of Public Instruction



Appropriate Practices for Idaho Kindergartens

Introduction

Current education reform has resulted in the desire to raise academic expectations for students at all levels of the education system, including kindergarten. Some of the results for kindergarten programs have been the development of assessment instruments to determine readiness for school, revised curriculum with an emphasis on formal academic instruction, an increasing retention rate, the development of transition rooms, and changes in school entrance age.

Over the past five years concerned educators have discussed and studied the implications of these issues. National organizations of early childhood professionals and their affiliates in a number of states have developed position papers to clarify the issues and guide administrators, teachers, and parents. Two dominant themes emerge from these position statements: a concern about the trend to formalize academic instruction for young children; and concern that some children may be denied their right to enter public school.

In many states, the philosophy of the kindergarten and training of teachers evolved from a strong child development program either within a school of Home Economics or Education. A first principle of these programs was that learning evolved from what is known about child development. Therefore, the "child-centered" and "play" approach was the primary mode of kindergarten instruction for two-thirds of the century.

Idaho kindergarten programs have a brief history; they have received state support since 1975. The "Idaho Kindergarten Guide", published first in 1975 by the State Department of Education espouses a child-centered approach. However, implementation of this philosophy across the state has faced a number of obstacles, including (1) poor communication among kindergarten teachers due to natural geographic barriers, and (2) a lack of teachers trained in early childhood philosophy and teaching strategies. As a result, curriculum in Idaho kindergartens runs the gamut from a developmental "child-centered" approach to a pre-first-grade formal academic model.

This document is intended to bring attention to the kindergarten philosophy found in the "Idaho Kindergarten Guide". It was initiated with a grant from the National Association for the Education of Young Children and developed by a state-wide task force of persons actively involved in kindergarten programs. The task force collected data from 325 teachers in eight regions and worked to reach consensus on statements of appropriate and inappropriate practices in the education of five year olds. These statements were compiled by the task force members and used to develop the following paper.

The teachers who have contributed to this statement have been stimulated in their thinking and in their commitment to meet the needs of their students. Hopefully, the discussion will continue, more research will bring new ideas to light and educators will accept continued enlightenment about something in which they all believe: Our kindergarten programs must be appropriate for Idaho's children.

Curriculum Goals

Kindergartners need curriculum goals that foster competence in all areas of development — physical, social, emotional, creative and intellectual.

It is the teacher's task to determine appropriate goals for the kindergartner based on child development information. With consideration for the physical, social, emotional, creative and intellectual areas of development, the teacher plans content in science, social studies, reading, math, creative arts and physical education. The teacher designs an integrated learning environment in which a given topic or skill can be explored and practiced in any number of disciplines. As a result of the teacher's knowledge about how young children learn, the classroom is rich in experience and participation.

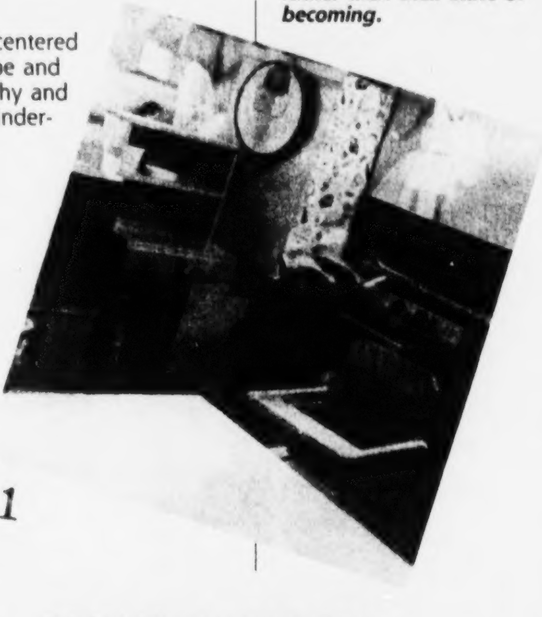
Kindergartners need curriculum goals that consider different levels of development, abilities and experiences.

In programs that are child centered, teachers both expect and accept a wide range in development, abilities and experiences among kindergartners. These teachers know the characteristics of five-year-olds, and they appreciate their uniqueness as individuals. They use classroom materials that reflect the ranges in development, and they plan activities that challenge varying levels of abilities and interests. Child-centered teachers plan their program to meet the needs of both individuals and the whole group, and are constantly measuring the competency levels of the children. The kindergarten program focuses on children's state of being rather than on their state of becoming.

The kindergarten program focuses on children's state of being rather than their state of becoming.

Kindergartners need curriculum goals that nourish positive feelings toward learning.

As kindergartners begin their formal schooling, the child-centered teacher works to convey the message that school is a good place to be and that learning is enjoyable and satisfying. Teachers create a safe, healthy and friendly place for five-year-olds and help them progress toward the kindergarten goals in a non-stressful way.



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Teaching Strategies

Kindergartners need teaching strategies that allow them to interact with concrete materials, their peers and adults.

In a developmentally appropriate kindergarten program, the teacher limits the amount of time spent in whole-group instruction and devotes large blocks of time to individual and small group instruction. The teacher recognizes that kindergarten children benefit from heterogeneous grouping and cooperative learning strategies in which they can learn from each other. Learning centers such as blocks, housekeeping and science contain a variety of materials from which children can choose. During these child-initiated activities the teacher observes, interacts with the students and evaluates their learning. The teacher also models enthusiasm for learning and accepts a variety of learning responses from the children.

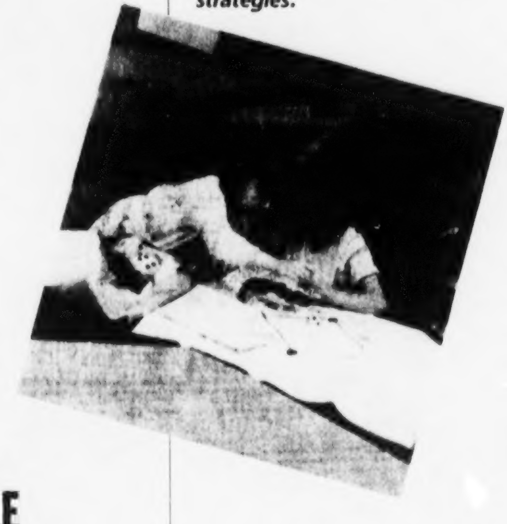
Ample time is allowed for spontaneous play, repeated practice and satisfactory closure of the child's selected project. The teacher schedules time in such a way that a balance of child-initiated and teacher-initiated activities is maintained. Short and long-term projects utilize discovery and experimentation methods.

The teacher resists using workbooks and duplicated materials that foster recall information of facts, right versus wrong answers and loss of consideration for individual differences. Instead, children are provided with a variety of real objects and manipulatives that encourage individual thinking skills to develop through discovery learning. The teacher does not do or make something for children that they can do or make for themselves.

It is important that teachers and administrators understand that kindergarten classrooms utilizing these strategies are busy, somewhat noisy and messy. Child-centered kindergarten classrooms will not be candidates for the "clean room award." However, they are always purposeful because the teacher and the children know the objectives being pursued.

Kindergarten classrooms are busy, somewhat noisy and messy.

Children benefit from cooperative learning strategies.



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Socioemotional Development

Kindergartners need environments that enable positive human interaction and strengthen social skills.

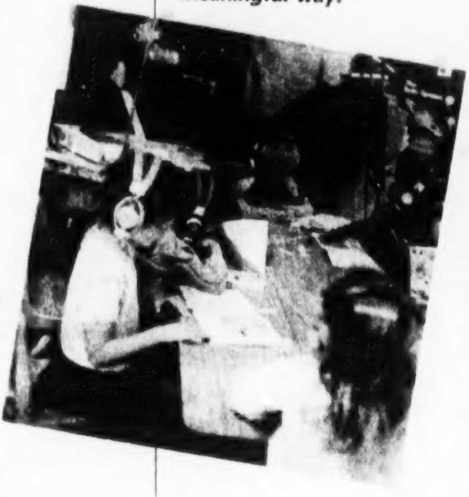
In an accepting kindergarten environment, the teacher models the behaviors of empathy toward others, generosity and sharing, helping and cooperating and respecting others' rights. The teacher helps children develop friendships and teaches them how to negotiate to solve problems with other children. In a risk free environment five-year-olds are allowed to express a range of feelings and are taught constructive ways to release their negative feelings. Teachers encourage constructive behavior throughout the day and allow the children to share their ideas about behavior in group discussions.

Kindergartners need environments in which positive guidance techniques are used to reinforce and change behavior.

Teachers must establish the parameters of acceptable behavior in which five-year-olds function in the classroom. They explain the need for rules and discuss the consequences that occur for both the individual and the group when rules are not followed. They reinforce positive behavior, redirect negative behavior or explain the consequences of negative behavior. Teachers in appropriate kindergarten programs establish a safe and predictable environment by consistently following-through with their own appropriate actions. They intervene in problem behavior only after observing to see if kindergartners are not able to resolve the conflict or redirect themselves. The child-centered teacher encourages children to move toward self-discipline.

In a risk-free environment five-year-olds are allowed to express a range of feelings.

The teacher requests materials which enable literacy to develop in a meaningful way.



Language and Literacy Development

Kindergartners need environments in which language and literacy are developed through natural and meaningful experiences.

In a child-centered kindergarten the teacher designs the classroom environment and teaching strategies to promote a whole language approach to literacy. An abundance of child-initiated and teacher-initiated natural language experiences are integrated throughout the day: listening to quality literature, dictating stories, seeing print in use, communicating with adults and peers, experimenting with writing by drawing, copying and inventing spelling, "reading" at whatever level has been attained by the five-year-old and taking field trips.

The major emphasis of kindergarten should not be the teaching of reading and writing. Formal language skills, such as letter recognition, letter-sound correspondence and writing a specific manuscript are taught through natural literacy experiences rather than drill and practice exercises. The teacher takes advantage of the child's inclination to play with language and incorporates it into literacy learning. The teacher accepts the language that the child brings to school and encourages successive improvements. The teacher requests and advocates for materials which will enable literacy skills to develop in an integrated, meaningful way.

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Cognitive Development

Kindergartners need intellectual environments that encourage the development of thinking skills as well as the learning of facts.

Kindergartners are curious about many subjects and can be taught both facts and thinking skills when the teacher applies reality based experiences and not words alone. Concepts that are meaningful, age appropriate and taught with concrete materials will develop a solid foundation for literacy, science, mathematics and social studies. Content that evolves from the five-year-old's spontaneous interest, as well as planned teacher content, is integrated in many learning center activities. Teachers provide information and many opportunities to develop thinking skills through matching, grouping, cause and effect and ordering activities. As the kindergartner moves closer to formal literacy understandings, concrete experiences are accompanied by semi-concrete and abstract levels of cognition. However, even then, didactic instruction in academic skills in the kindergarten classroom is kept brief and unstressful.

Concepts that are meaningful, age appropriate and taught with concrete materials develop a solid foundation . . .

Dd Ee Ff Gg Hh Ii
Vv Ww Xx Yy Z

Physical Development

Kindergartners need daily experiences with varied activities that enhance large and small motor development.

Well-prepared kindergarten teachers recognize the importance of motor development and plan daily activities that stimulate the use of large muscles. They arrange for outside free play because it allows for loud, child-initiated, vigorous motor activity. Inside or outside structured activities, such as crawling, hopping, skipping, balancing, throwing and bouncing help refine gross motor skills. Five-year-olds also need many and varied activities involving the use of their hands. Teachers provide manipulative toys and art materials from which five-year-olds may choose. Stacking, stringing beads, pouring and spooning, nailing, brushing and cutting are all valued eye-hand coordination activities. Small muscle work that involves concentration and precision, such as writing, is of short duration. However, when small muscle work is initiated by the child, the practice time may be open-ended.

Didactic instruction in academic skills in kindergarten classes is kept brief and unstressful.

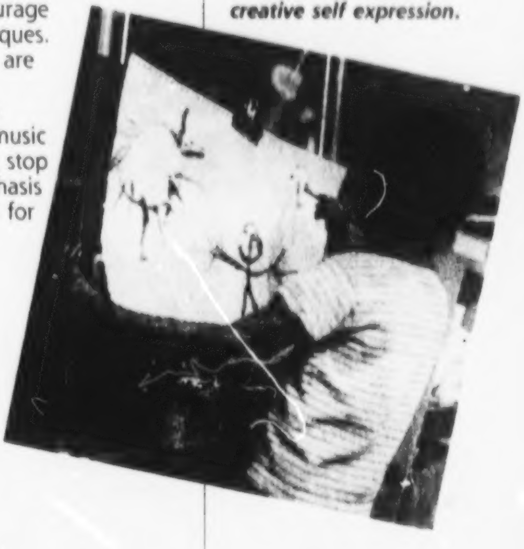
Aesthetic Development

Kindergartners need environments that provide daily opportunities for integrated experiences in art and music.

Kindergarten teachers encourage the development of creativity for all five-year-olds through planned and spontaneous activities. It is important that teachers understand creative self-expression and are comfortable with planning and participating in aesthetic experiences. Classroom centers can provide a variety of opportunities for self-expression: easel painting, dough and clay, sewing, collage, woodworking and music. Teacher-planned activities can encourage uniqueness and originality by introducing new forms, mediums and techniques. However, adult-made models with prescribed directions and "correctness" are kept to a minimum in art activities.

Kindergarten teachers integrate music throughout the day with opening and transition songs, exercising to music or playing background music in the classroom. Specialists are appreciated, but aesthetic activities do not stop when specialists are not available. For kindergarten children, primary emphasis is placed upon enjoyment of music and art, not upon achieving perfection for adults.

It is important that teachers understand creative self expression.

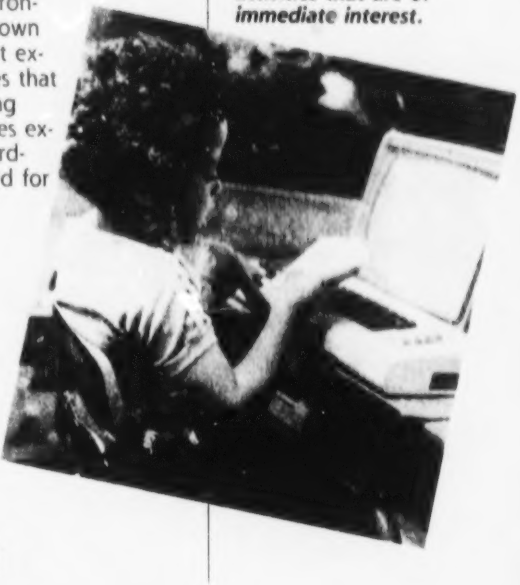


Motivation

Kindergartners need motivational strategies that value intrinsic over extrinsic rewards.

The effective kindergarten teacher understands and uses intrinsic motivators as catalysts for learning. Five-year-olds are motivated by their natural curiosity, their desire for personal growth and competency and their enthusiasm in play. The child-centered teacher designs the kindergarten environment to enable the child to experience success and mastery at the child's own developmental level. The teacher gradually introduces challenging, but not excessively difficult activities. The kindergartner is allowed to choose activities that are of immediate interest and to interact with other children in the learning process. The teacher understands individual needs of five-year-olds and uses extrinsic motivators such as praise, hugs, privileges, "turns" or stickers, accordingly. However, the intrinsically interesting environment supplants the need for excessive use of rewards.

The kindergartner is allowed to choose activities that are of immediate interest.



Parent-Teacher Relations

Kindergartners need parents and teachers to develop mutual understandings about their needs and strengths.

A kindergarten teacher's task is to regularly communicate with parents about their child's developing competencies. Conferences, notes, newsletters, parent meetings and phone calls give parents information about individual progress, child behavior, special group projects and curriculum. Teachers listen carefully to parents and honestly share their own observations about the child's progress. Appropriate kindergarten programs encourage parents to participate in the classroom and reinforce learning at home. Teachers are responsible for explaining to parents the kindergarten philosophy and how it differs from instructional programs for older children. The positive relationship between kindergarten teachers and parents lays the foundation for home and school support of education and serves as a model for future school-parent relations.

Assessment of Children

Kindergartners need assessment strategies that are based primarily on observation by teachers and parents.

Kindergarten teachers record ongoing observations of five-year-olds in all areas of their development. They collect samples of children's work such as drawings, paintings, dictated stories, writing samples, and projects. This data, along with observations and anecdotes from parents provide the basis for evaluating kindergartners' progress and for assessing the need for program changes. Test scores are used if and only if they are from tests that are appropriate, reliable, and valid. No enrollment, retention, or placement decision is ever made on the basis of a single test score.

Administrators and teachers who make decisions on testing programs must recognize that the younger the child, the more difficult it is to obtain reliable and valid results from standardized tests. Enormous individual variation occurs in the growth and development of normal children. Therefore test information must be validated by observations taken over a period of time.

Grade placement decisions and placement in special programs is based on many sources of information: teacher, parent and specialist observations; and multiple test scores from reliable instruments. Formal tests used to make these decisions are given by qualified test administrators.

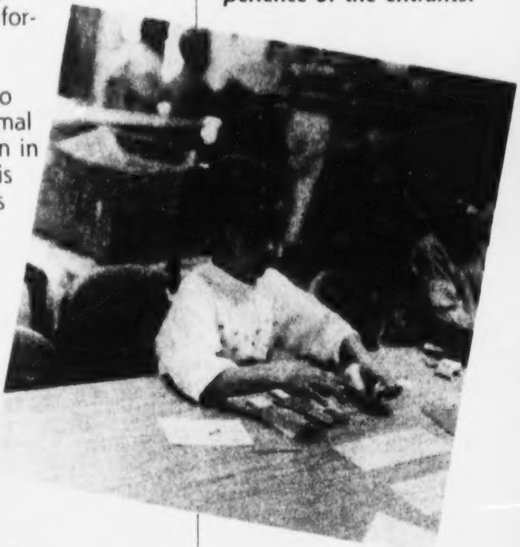
Program Entry

Kindergartners need programs that accept and adjust to children with wide ranges in development and experience.

Kindergarten programs acknowledge and accept the wide range in development and experience of the entrants.

Kindergarten programs acknowledge and accept the wide range in development and experience of the entrants. Acting on this premise teachers adjust curricula and strategies to accommodate the great differences among children. Therefore, parents of five-year-olds are not counseled to keep legal-age entry kindergartners out of school because of the results of screening information (or other arbitrary determinants).

Parents and other volunteers are encouraged to aide in the classroom to help individualize instruction. Referral systems can be utilized to help identify five-year-olds who are not functioning within the range of normal growth. These children are referred to resource systems for early intervention in their problems. However, testing information is not used appropriately if it is used to segregate kindergartners from their peers or to create homogeneous groups.



Teacher Qualifications

Kindergartners need teachers who understand child development and its relationship to curriculum and teaching strategies.

The kindergarten teacher should be a person who is nurturing, accepting, flexible, knowledgeable and respectful of children. Coursework in early childhood education and child development prepares the teacher to plan appropriate environments and curriculum. Student teaching in kindergarten reinforces the knowledge base and enables the prospective teacher to apply effective teaching strategies. When an elementary teacher, who is not trained in early childhood education transfers to a kindergarten classroom, he or she should prepare with appropriate coursework and experience.

Staffing

Kindergartners need classroom organization that includes one teacher and one aide for every twenty students enrolled.

In order to accommodate the expected wide range in development, abilities and experiences of entry level five-year-olds and to provide age-appropriate programming, it is recommended that each class be limited to approximately twenty children. A ratio of 8-12 children per adult (one teacher and one aide) is vital to a successful kindergarten program. This ratio allows for optimum interaction between teacher, child and materials. It may be as economical for school districts to provide an appropriate adult-student ratio as it is to provide a 14th year of schooling by retaining children or adding transition classes.

Conclusions

Idaho kindergarten teachers voiced a belief in developmentally appropriate practices for five-year-olds. They believe in an active participation and experience approach to teaching kindergarten that considers development of the whole child. Fewer than ten teachers out of 303 who completed the survey reported a strong commitment to an academic model that has as its main goals alphabet and number readiness for first grade.

Nevertheless, an overriding theme emerged from comments on the survey and at discussion meetings. Idaho's kindergarten programs, in practice, do not always incorporate the active participation and experience approach that the teachers prefer. Teachers explained this occurrence as a result of: pressures for curriculum goals to meet measurable academic objectives; the expectation to use drill and practice teaching strategies; and the expectation to use materials that consist of textbook series and workbooks.

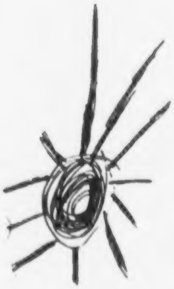
A second theme that emerged was a need for kindergarten teachers to meet with their colleagues to provide mutual support and information concerning kindergarten practices. This need was particularly emphasized by teachers who were in more isolated areas or in school districts that do not offer in-service programs specifically for kindergarten teachers.

Two emerging kindergarten issues not addressed in the survey were: 1) all-day kindergarten programs; and 2) the impact of the preschool handicap law on public kindergarten.

Recommendations for Teachers

As a change agent and an advocate for kindergarten children, the kindergarten teacher has a responsibility to:

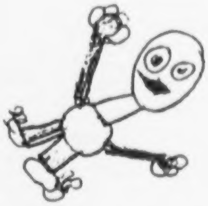
1. Focus the kindergarten program on the characteristics of five-year-olds and establish a positive, risk-free environment in which they can be active participants.
2. Advocate for and incorporate age-appropriate materials and teaching strategies in the classroom.
3. Study the physical development needs of five-year-olds as they relate to time, space, materials, equipment and facilities and provide experiences to meet these needs.
4. Work closely with parents, learning from them about their children and educating them about child behavior and school experiences.
5. Become knowledgeable about assessment practices and validity issues regarding the use of standardized tests with five-year-olds and use multiple data sources when making placement and program decisions.
6. Continue to grow professionally in knowledge and skills related to early childhood education.
7. Join and actively participate in national and local professional early childhood organizations.
8. Advocate for appropriate class sizes for kindergarten (20 children to 2 adults).
9. Resist using student retention and placement in transition classes to solve the problems caused by inadequate staffing and inappropriate curriculum goals in the kindergarten and primary grades.
10. Educate school administrators, the board of trustees, legislators and the general public about the role kindergarten plays in the child's life and future school experience.



Recommendations for Administrators

As an advocate for children, a facilitator of appropriate early childhood programs, and a change agent, the school principal has a responsibility to:

1. Be knowledgeable about growth and development of young children and the strengths of appropriate kindergarten practices.
2. Employ teachers for kindergarten programs who have taken specific early childhood and child development coursework. When a teacher must be reassigned from a grade to a kindergarten level, the administrator has a responsibility to see that the teacher has appropriate training.
3. Encourage professional growth activities designed specifically for kindergarten teachers.
4. Create a district kindergarten coordinator position or a committee of kindergarten teachers to guide programs and practices.
5. Discourage the purchase of textbooks, workbooks and other non-concrete materials for kindergarten classrooms that do not match learning theory and research about how young children learn.
6. Diminish pressures on kindergarten teachers from teachers at higher grade levels to emphasize content mastery levels rather than curiosity and the excitement of learning.
7. Promote and schedule time for regular parent-teacher conferences.
8. Support the kindergarten teacher in interpreting the kindergarten program and goals to parents.
9. Implement appropriate class size for kindergarten (20 children to 2 adults).
10. Support and facilitate parent education classes.



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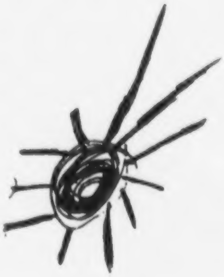


APPENDIX B

SUGGESTED UNITS

SUGGESTED UNITS TO BE INCLUDED IN A PROGRAM

The following material is suggestion only. Each teacher must use his/her own initiative, imagination, creative ability and good judgment in adapting experiences to meet needs of a particular group of children.

OUR HOME

There are many experiences and activities which will help children understand how the family functions. Special care should be taken to make sure children who live in migrant housing, with grandparents or in foster homes feel their situation is an acceptable one.

I. UNDERSTANDINGS TO BE DEVELOPED

- There are many kinds of homes.
- Families may differ in size and membership.
- Members of the family help one another.
- Members of the family have fun together.
- Someone in the family must work to provide for the family needs.
- The love and thoughtfulness of the family members make a home.

II. POSSIBLE ACTIVITIES

- Take a walk in the neighborhood to see houses; i.e., brick, frame, apartment and project.
- Display pictures of different types of homes.
- Encourage children to learn their own addresses and telephone numbers.
- Learn the titles of members of their own families; i.e., grandmother, aunt, etc.
- Tell about their own families.
- Play the role of different family members.
- Discuss activities of the family in the home.
- Discuss pictures of various family members, commercial pictures and/or the children's own families.

- Engage in dramatic play of home activities; i.e., cooking, cleaning, washing, ironing, mowing the lawn, painting, repairing, etc.
- Be cognizant of sex stereotyping.
- Provide the opportunity for children to tell about their families and the ways they have fun.
- Add recreation activities to the playhouse; i.e., watching T.V., having a cook-out on the patio, enjoying a picnic, etc.
- Talk about the work of parents.
- Show and talk about pictures of people in different occupations.
- Play the role of parents going to work.

III. RELATED ACTIVITIES

- Encourage the children to interpret home and family life with crayons, paint, paper, paste, etc.
- Encourage the use of blocks in building houses and streets.
- Encourage the making of simple articles of furniture for the playhouse.

IV. BOOKS AND STORIES

Able, THE NEW SITTER, Oxford
Brown, CHILD'S GOODNIGHT BOOK, Scott
Bone, LITTLE BOY AND HIS HOUSE, Knopf
Burton, THE LITTLE HOUSE, Houghton
Eng, WHEN YOU WERE A BABY, Schuster
Frank, PETER AND HIS NEW BROTHER, Chanticleer
Flack, ASK MR. BEAR, McMillan
Green, EVERYBODY HAS A HOUSE, Scott
Keeler; TODAY WITH TOMMY, Nelson
Krauss, THE BACKWARD DAY, Harper
------, THE BIG WORLD AND THE LITTLE HOUSE, Schumann
Lenski, PAPA SMALL, Oxford
------, THE NEW PET, Oxford
------, LET'S PLAY HOUSE, Oxford
McCullough, AT OUR HOUSE, Scott
Mason, HOME IS FUN, Cardy
Steiner, DADDY COMES HOME, Doubleday
Sterling, BIGGEST FAMILY IN TOWN, McKay

OUR SCHOOL

I. OBJECTIVES

- To help children establish a sense of security and a favorable attitude toward school
- To add to the children's concept of the school and the people in it.
- To help children become oriented to the building and grounds.
- To help children accept rules for safe use of materials and equipment.
- To develop the children's ability to locate, use and care for materials in the room and on the playground.
- To enable children to adjust to new situations as they arise.

II. POSSIBLE APPROACHES

- Learn the names of the teacher and classmates.
- Talk about materials in the room and learn their use and care.
- Discuss the name and location of the school and how different children come to school.
- Discuss safety going to and from school; crossing streets, riding on the school bus, riding in a private car, getting in and out of cars and going home promptly by a safe route.
- Talk about why we go to school and why we need to come regularly and on time.
- Discuss taking turns, helping others, following rules, sharing materials and being careful of things belonging to another person.
- Discuss how to care for our belongings at school; i.e., coats, galoshes, articles brought to show, lunch money, etc.
- Learn about the people who work in the school, their names and how they help; the principal, the secretary, the nurse, the custodian, the cafeteria workers, other classroom teachers, and the special teachers, i.e., gym, library. These people may be invited to the room or the children may go to visit them after the proper arrangements have been made.
- Discuss the different parts of the building and what is done there. Make

arrangements to visit the office, the nurse's room, the cafeteria, the boiler room, the library and the gym.

- Learn the proper use of drinking fountains and lavatories.

- Invite members of the safety patrol to come to the room and explain what they do. Then visit an intersection and cross the street while the safety patrol is on duty.

III. SKILL PRACTICE

Learn what the signs around the school say: Stop, No Parking, Green Street, Boys, Girls.
Read labels
Call attention to book titles
Count out supplies needed for each activity center
Count number of children present
Count number of chairs needed
Count cups for refreshments

IV. BOOKS AND STORIES

Becly, TALL ENOUGH TOMMY, Children's
Beim, Jerold, ANDY AND THE SCHOOL BUS, Morrow
_____, THE SMALLEST BOY IN THE CLASS, Morrow
_______, TWO IS A TEAM, Morrow
Bryant, Bernice. LET'S BE FRIENDS, Children's
_______, EVERYBODY LIKES BUT BUTCH, Children's
Felt, Sue. ROSA-TOO-LITTLE, Doubleday
Green, Mary. IS IT HARD, IS IT EASY?. W.R.Scott
Jacob, WHAT WE DO DAY BY DAY, National Dairy Council
Leaf, Munrow. MANNERS CAN BE FUN, Lippincott
Mitchell, L.S. HERE AND NOW STORY BOOK, Denton
    "Walk, Walk, Walk to School"
Paullin, Ellen. THIS LITTLE BOY WENT TO KINDERGARTEN, Oxford
Rey, H. A. SPOTTY, Oxford
Rey;, M. and H., BILLY'S PICTURE, Oxford
Seignobosc, Francoise. THE THANK YOU BOOK, Scribners
Weil, Ann. THE VERY FIRST DAY, Appleton
Wynkoop, Margaret, MAC GOES TO SCHOOL, Appleton
Young and Hayes, NORMAN AND THE NURSERY SCHOOL, Platt and Munk

OUR COMMUNITY HELPERS

Plan a unit about the neighborhood helpers of interest to young children, such as the fire fighter, the police officer or the letter carrier.

I. THE FIRE FIGHTER

A. Understandings to be developed

Fire fighters are helpers and friends.
Fires should be reported.
Fire fighters have duties to perform.
Caution should be taken to prevent fires.
Fire fighters protect our homes, our schools and our communities.

B. Possible activities

Invite a fire fighter to the kindergarten to:

- Talk about duties
- Discuss safety during a fire drill at school

Role play having a fire.

- Telephone the fire department
- Report the fire
- Give the correct address

Dramatize:

- Driving a fire truck
- Putting out fires using hoses and ladders
- Cleaning the fire truck
- Living at the fire station while on duty
- Wearing a fire fighter's hat

Draw and paint:

- Fire engines and equipment
- The fire station
- The fire fighter's clothes

Discuss and practice a fire drill
Rules:

- Go to the proper exit.
- Walk quickly. DO NOT RUN.

Stay in line. Answer to roll call.
Stand quietly in line in the yard and wait for the signal to return to the room.

C. Books and Stories

Beim, COUNTRY FIREMEN, Wm. Morrow
Brown, FIVE LITTLE FIREMEN, Simon and Schuster
Lenski, THE LITTLE FIRE ENGINE, Oxford
Pryor, THE FIRE ENGINE BOOK, Harcourt-Brace
Zaffo, BIG BOOK OF REAL FIRE ENGINES, Gosset and Dunlap

II. THE SUPERMARKET

A. Understandings to be developed

The family shops at the super market.
Articles for sale are arranged in many ways.
Workers in the market have certain jobs.
Children can help at the super market.

B. Possible activities

Build a simple market using boards and large blocks.
Bring a cash register, empty food cartons and paper bags from home.
Discuss how milk, butter, vegetables, canned goods and meets are kept.
Role play:
  Clerks arranging food on shelves
  Checkers checking out groceries and taking money from customers
  Baggers carrying groceries to the customer's car
Draw and paint pictures of foods or activities in the supermarket
Talk about:
  Children running in the store
  Children pushing grocery carts far away from the family group
  Squeezing, poking and opening articles before they are checked out

C. Books and Stories

Blade, MR. BROWN'S GROCERY STORE, Scribners
Bruck, TO MARKET! TO MARKET!, Knopf
deAngeli, TED AND NINA GO TO THE GROCERY STORE, Scribners
Green, EVERYBODY EATS, Young, Scott

EXPERIENCES CENTERING AROUND SPECIAL OCCASIONS

I. BIRTHDAYS

A. Understandings to be developed:

Your birthday is your own and never changes
Your birthday marks the time when you are one year older

B. Possible activities:

Discuss:

- How birthdays are celebrated
- Behavior at a birthday party
- What should be said to people who bring gifts
- The birthdays of family members

Each child should learn the date of his/her birth
Mark the birthdays on the calendar in some special way
Let the "birthday child" sit in the "birthday chair" or wear the "birthday hat"
Sing the "birthday song"
Create birthday cards or gifts at the art activity center

C. Books and Stories:

Black, BARBARA'S BIRTHDAY, Scott
Bromhall, MARY-ANNE'S PICTURE, Knopf
Brown, KEIKO'S BIRTHDAY
Marianna, MISS FLORA MCFLIMSEY'S BIRTHDAY, Lathrop

APPENDIX C

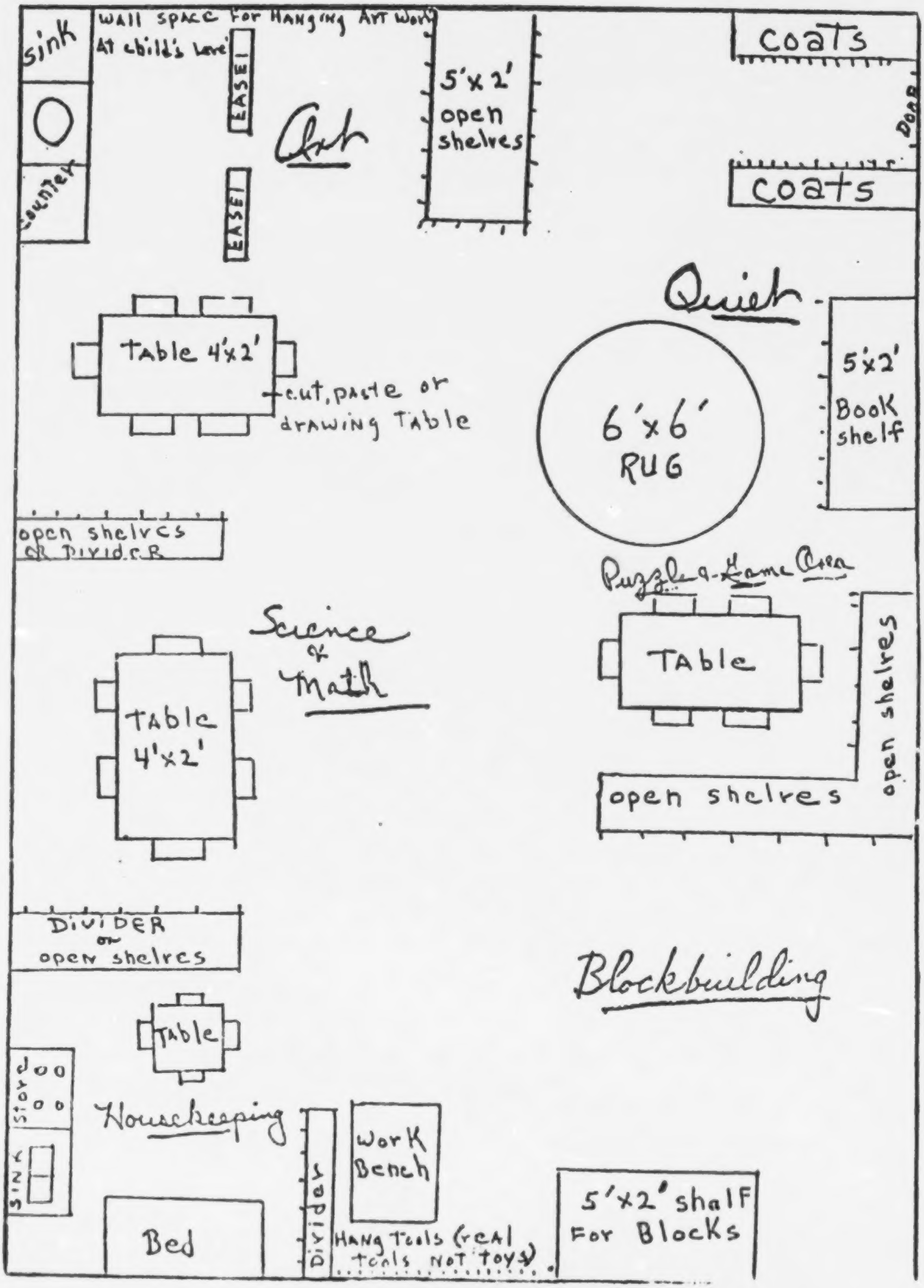
ROOM PLAN

The room plan on the next page offers a way of organizing the room with the homemade materials and furniture suggested. It is an activity-centered classroom which educators feel best benefits the learning growth needs of young children. The quiet activities are located near the door and the noisier activities at the back of the room. Defining areas by dividers, tables and shelves stimulates the children to see order and relationships in their environment.

35 sq. ft. per child
20 children per classroom

Room
30'x30' = 900 sq. ft.

5 Areas
- Art
- Science + Math
- HouseKeeping
- Blockbuilding
- Quiet


sink
counter
Wall space for hanging art work at child's level
EASEl
EASEl
Art
5'x2' open shelves
coats
Door
coats
Quiet
Table 4'x2'
cut, paste or drawing Table
6'x6' RUG
5'x2' Book shelf
open shelves or Divider
Puzzle & Game Area
Table
open shelves
open shelves
Science & Math
Table 4'x2'
Divider or open shelves
Blockbuilding
Table
Stove
sink
Housekeeping
Divider
Work Bench
Bed
Hang Tools (real tools not toys)
5'x2' shalf For Blocks

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APPENDIX D

SAMPLE FORMS

REGISTRATION Date:__________________

Child's Name:____ Age:______________

Birth Date: ________ Birth Certificate #: __________ State Where Born: ___________

Father's Name: ____

Address: ________________________________ Phone ______________

Occupation: ______________________________ Phone ______________

Mother's Name: ____

Address: ________________________________ Phone ______________

Occupation: ______________________________ Phone ______________

Who else takes care of child?

Address: ________________________________ Phone ______________

In case of emergency call: ______________________________________

Doctor: ____________________________________ Phone ______________

Diseases child has had	Year	Innoculations	Year

Handedness: Right:_____ Left:_____ Ambidextrous:_____

Allergies: ____

List names and ages of other children in family:______________________

____

Remarks:____

KINDERGARTEN FINAL TERM CONFERENCE REPORT

	March			May		
	Satisfactory	Not Fully Attained	Shows Improvement	Satisfactory	Not Fully Attained	Shows Improvement
INTELLECTUAL DEVELOPMENTAL TASKS						
States first and last name, address and phone number.						
Names and locates body parts.						
Recognizes and prints first name.						
Names primary and secondary colors.						
Can identify and draw ○ □ △ ▭						
Understands the association of a number of objects (set) with a numeral.						
Can arrange a set of objects from largest to smallest.						
Draws a four to six part person.						
Identifies likenesses and differences in pictures, letters, numbers 1-10.						
Can conserve quantity of matter.*						
LANGUAGE DEVELOPMENT						
Enunciates words correctly.						
Uses language creatively.						
Speaks in complete sentences.						
SOCIAL DEVELOPMENTAL TASKS						
Asks for things he/she needs .						
Contributes, takes turns and listens in group activities.						
Displays self-confidence.						
Involves him/her self in cooperative play.*						
Accepts rules/routines and can verbalize reasons for such.						
EMOTIONAL DEVELOPMENTAL TASKS						
Uses words to express feelings to peers.						
Copes positively with frustrating situations.						
PHYSICAL DEVELOPMENTAL TASKS						
Shows large muscle coordination as in rhythms, climbing, running, jumping.						
Shows small muscle coordination as in zipping, buttoning, snapping, cutting, hammering.						
WORK HABITS						
Works at assigned task.						
Selects and completes an activity on own.						
Listens and follows directions.						
Takes care of and cleans up materials.						

COMMENTS

*Conservation of Matter - The understanding that the amount or quantity of matter stays the same regardless of changes in shape or position. Some studies (Piaget) imply this development aides in the understanding of most math concepts.

*Cooperative Play - Typical social dramatic play of 4, 5, 6 year olds. The child plays with other children. The conversation concerns the common activity; the control of the group situation is in the hands of one or two of the members who direct the activity of the others.

PUPIL PROGRESS REPORT
Kindergarten

Explanation of Symbols:
S = Satisfactory Development
I = Is Developing
N = Needs Time to Develop
O = Area of Concern
X = Not Evaluated

SOCIAL AND EMOTIONAL DEVELOPMENT	FIRST CONFERENCE	FIRST SEMESTER	SECOND CONFERENCE	SECOND SEMESTER
Seems Happy At School				
Enjoys Playing With Others				
Shares With Others				
Demonstrates Self-Control				
Selects & Completes Activity Without Reminder				
Works Well In A Small Group				
Works Well In A Large Group				
Carries Out Responsibilities				
Has Adequate Attention Span				
Follows Directions				

PHYSICAL DEVELOPMENT
GROSS MOTOR

Shows Good Large Muscle Coordination				

FINE MOTOR

Glues Neatly				
Uses Pencils And Crayons With Ease				
Uses Scissors With Ease				
Copies Simple Forms With Ease				
Writes Numerals Legibly 0 1 2 3 4 5 6 7 8 9 10	X			
Writes Letters Legibly	X			
Can Manage Clothing Independently				

INTELLECTUAL GROWTH
VISUAL DISCRIMINATION

Knows Colors				
Recognizes Likenesses And Differences				
Classifies Objects	X			
Recognizes Capital Letters In Mixed Order	X			
Recognizes Lower Case Letters In Mixed Order	X			

AUDITORY DISCRIMINATION

Listens Attentively	X			
Enjoys Listening To A Story	X			
Hears And Repeats Sounds	X			
Blends Sounds Into Words	X	X		
Identifies Beginning Consonant Sounds	X			

MATHEMATICS DEVELOPMENT

Counts To	X			
Understands 1:1 Correspondence	X			
Recognizes Numbers 0 1 2 3 4 5 6 7 8 9 10 20 +	X			
Names And Extends A Pattern	X			
Names Basic Geometry Shapes				

LANGUAGE DEVELOPMENT

Speaks Clearly Enough To Be Understood				
Uses Language Correctly In Speaking				
Understands A Story Sequence	X	X		
Knows First And Last Name				
Knows Telephone Number				
Knows Address				

Student ____________________

Year 19____-____

Teacher ____________________

Principal ____________________

Assigned to ____________________

Attendance Quarter	1	2	3	4
Days Present				
Days Absent				
Times Tardy				
School work is affected by absences				

COMMENTS: First Quarter

COMMENTS: Second Quarter

COMMENTS: Third Quarter

COMMENTS: Fourth Quarter

APPENDIX E

LITERATURE GUIDELINES

QUALITY LITERATURE FOR FIVE-SIX YEAR OLDS

Prepared by: Judy French, PhD.
Boise State University

Young children deserve excellent books read to them. The evaluation criteria for picture story books is not too different from the criteria that makes good reading for an adult, with the exception of pictures that help tell the story. Therefore, to choose a quality story for reading include ...

*a story that will have an **emotional impact** on the child
*a quick start that sets up the **problem**
*strong and honest **characterization**
*an understandable **sequence of events**
*a definite **conflict**
*an acceptable **resolution**
***nonsexist and nonracist** (exceptions include traditional literature)
***complementary pictures** that help with setting and characters

Some examples of picture story books with REAL plots ...

Sendak, Maurice	Where the Wild Things Are
Stieg, William	Sylvester and the Magic Pebble Dr. DeSoto
Turkle, Brinton	Rachael and Obadiah
Monjo, F. N.	The Drinking Gourd
Hogrogian, N.	Rosie's Walk
Rayner, M.	Garth Pig and the Ice Cream Lady
Carrick, Donald	The Accident
Keats, E. J.	Goggles; Peter's Chair

Many more could be listed, but in evaluating children's books be reminded of the evaluation criteria and refrain from choosing books that could be labeled..."cute, simple, little stories." These probably are not worthy of reading, they may actually appeal more to adults than children. It is true that children may appear to enjoy anything adults read to them, but they deserve excellent literature.

A balanced literature program also includes books from all the genres - alphabet, wordless, historic fiction, poetry, biography and information. Of particular interest to the five year old are pattern language books. Five year olds have mastered the use of language so now can "play" with sounds and word making. They often do this in their social time with each other, so adults can take advantage of this fun developmental happening and use language play books. Some examples include...

Degan, Bruce	Jamberry
Krauss, Ruth	Bears
Martin, Bill	Brown Bear, Brown Bear
Mayer, Mercer	If I Had...
Preston, Edna	Temper Tantrum Book
Zolotow, C.	Big Brother
Wood, Audrey	King Bidgood's in the Bathtub

Poetry also allows for the magical play with words.

The traditional genre with fairytales, legends and myths offers a strong story that may help children understand their lives. Powerful Kings and Queens, wicked witches and good sons and daughters have universal human characteristics that convey good and bad ways of living life. Five year olds are eager to "put on plays" and fairytales to enact at this age include...

*Hansel and Gretel
*Red Riding Hood
*The Goose Girl
*The Three Feathers

Play productions need not be elaborate, nor performed for an audience, just encouraged by reading the story and some facilitating with parts and a few props.

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